LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Junction Elementary School District
CDS Code: 45-700450000000
School Year: 2024-25
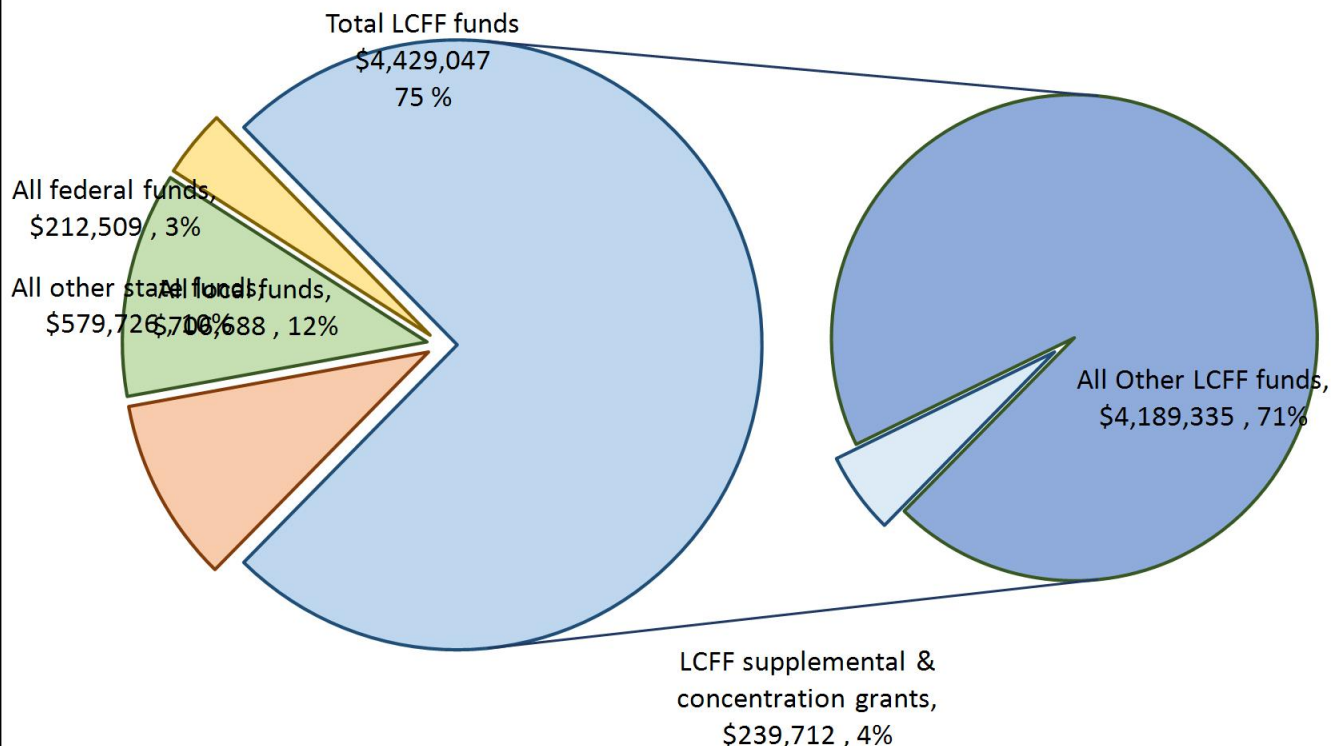LEA contact information:
Darin Pust
Superintendent
dpust@junctionesd.net
530-547-3274 ext 251

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

Budget Overview for the 2024-25 School Year
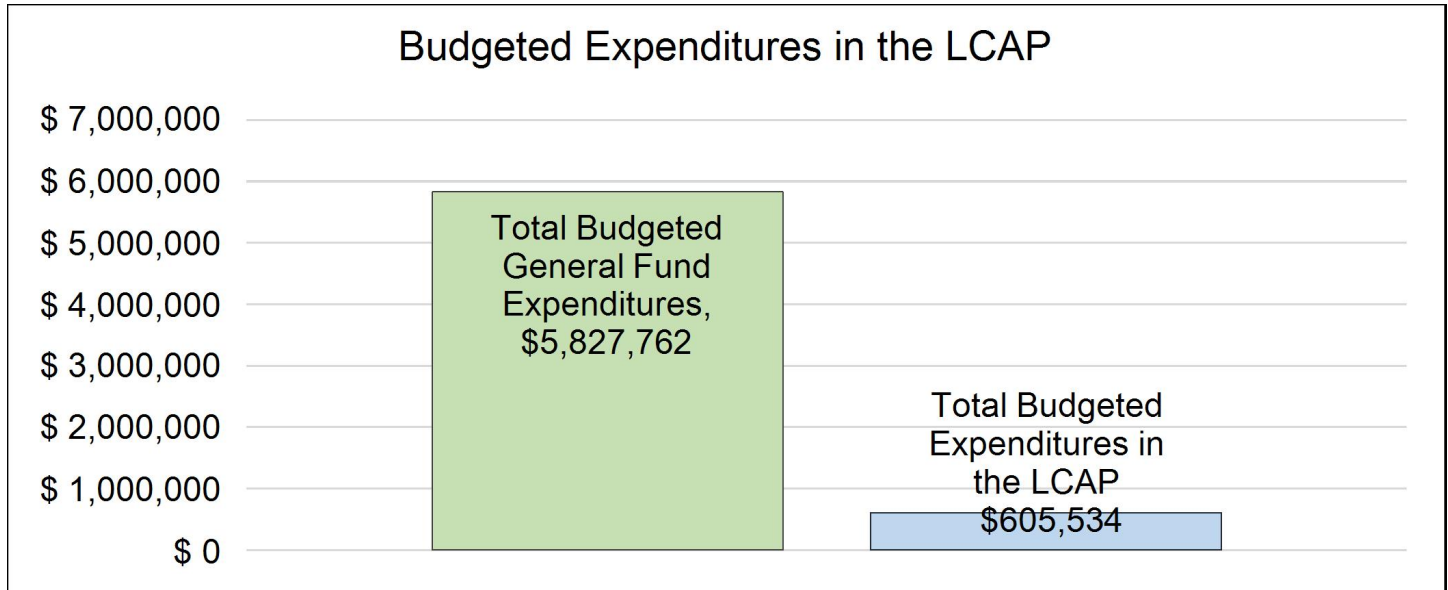

Projected Revenue by Fund Source

Total LCFF funds
$4,429,047
75 %

All federal funds,
$212,509 , 3%

All other state funds,
$579,726 , 10%

All local funds,
$706,688 , 12%

All Other LCFF funds,
$4,189,335 , 71%

LCFF supplemental & concentration grants,
$239,712 , 4%

The text description for the above chart is as follows: The total revenue projected for Junction Elementary School District is $5,927,970, of which $4,429,047 is Local Control Funding Formula (LCFF), $579,726 is other state funds, $706,688 is local funds, and $212,509 is federal funds. Of the $4,429,047 in LCFF Funds, $239,712 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,827,762	
	Total Budgeted Expenditures in the LCAP $605,534

Chart y-axis values: $7,000,000 / $6,000,000 / $5,000,000 / $4,000,000 / $3,000,000 / $2,000,000 / $1,000,000 / $0

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

The text description of the above chart is as follows: Junction Elementary School District plans to spend $5,827,762 for the 2024-25 school year. Of that amount, $605,534.00 is tied to actions/services in the LCAP and $5,222,228 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year that are not included in the LCAP:
1. Administrative staff salaries;
2. Classified support staff salaries;
3. Benefit costs such as PERS, STRS, Medical, Dental & Vision Insurance;
4. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
5. Contracted services such as liability insurance, travel and conference, communications and utility costs.
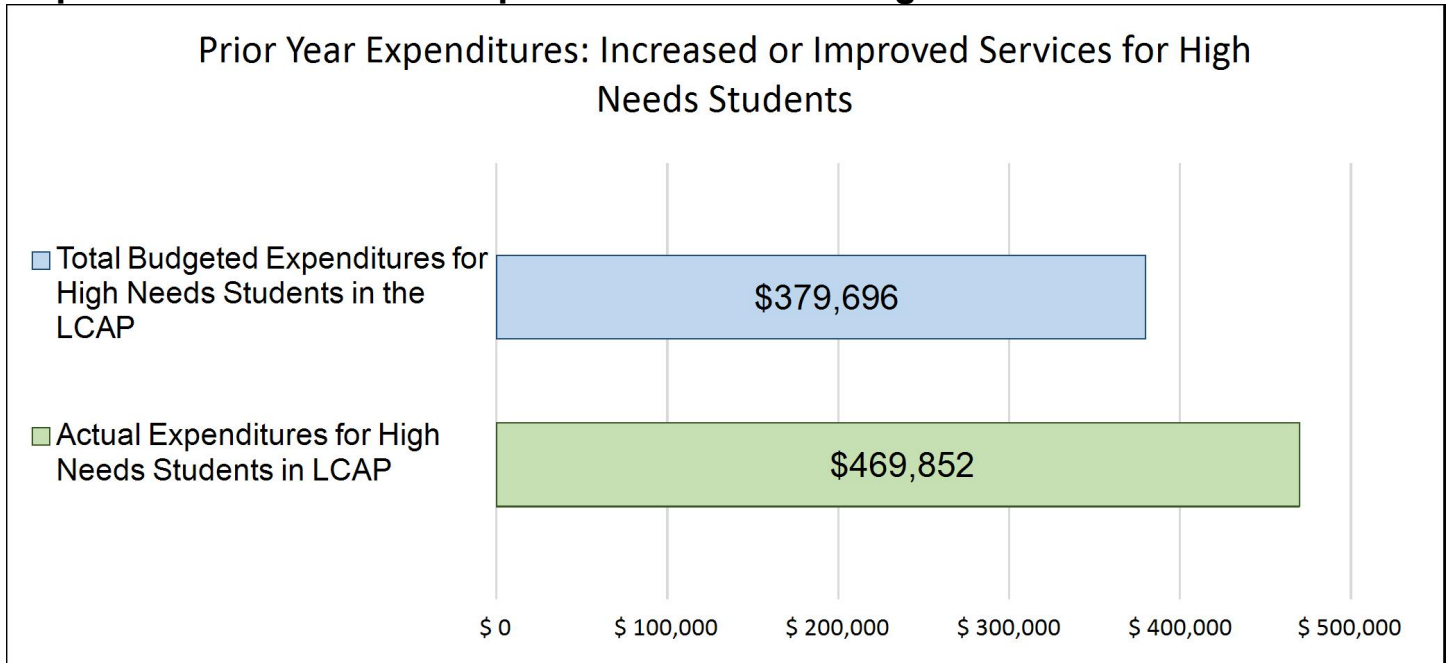
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Junction Elementary School District is projecting it will receive $239,712 based on the enrollment of foster youth, English learner, and low-income students. Junction Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Junction Elementary School District plans to spend $239,712.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $379,696

☐ Actual Expenditures for High Needs Students in LCAP — $469,852

Axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000

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

The text description of the above chart is as follows: In 2023-24, Junction Elementary School District's LCAP budgeted $379,696.00 for planned actions to increase or improve services for high needs students. Junction Elementary School District actually spent $469,852.30 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Junction Elementary School District	Darin Pust Superintendent	cross@junctionesd.net 530-547-3274 ext 251

Goals and Actions

Goal

Goal #	Description
1	Positive Relationships and Communication- All staff and stakeholders are responsible for establishing and maintaining positive relationships with students, parents and colleagues. Create a safe school wherein students are free from bullying and harassment in a climate of mutual respect and collaboration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Involvement	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events.
Local Indicator Parent Annual Survey	97.8% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and feedback from parents. 97.8% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 83.5% of surveyed parents agree or strongly agree that the	93% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and feedback from parents. 95% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 85% of surveyed parents agree or strongly agree that the	90.1% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and feedback from parents. 91.2% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 80.2% of surveyed parents agree or strongly agree that the	The survey questions were changed to gather different information.	98% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and feedback from parents. 98% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 95% of surveyed parents agree or strongly agree that the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	monthly newsletter is helpful. 89% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 80.2% of surveyed parents agree or strongly agree that they are always informed of important school information. 82.4% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.	monthly newsletter is helpful. 91% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 80% of surveyed parents agree or strongly agree that they are always informed of important school information. 92% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.	monthly newsletter is helpful. 90% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 79.1% of surveyed parents agree or strongly agree that they are always informed of important school information. 70% of surveyed parents agree or strongly agree that they feel the school is responsive in hearing and addressing my concerns. 96.7% of surveyed parents agree or strongly agree that they have had opportunities to participate in conferences, surveys and school events. 59.1% of surveyed parents agree or strongly agree that they would attend School Board Meetings if my children were invited		monthly newsletter is helpful. 95% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 95% of surveyed parents agree or strongly agree that they are always informed of important school information. 95% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			to participate, present and/or be honored.		
Local Indicator Staff Annual Survey	Respondents that gave a favorable response ("Strongly Agree" or "Agree") My principal treats me like a professional. 100% My principal has realistic expectations for my time. 95% My principal demonstrates a solid understanding of effective teaching practices. 100% My principal helps me get the resources I need to do my job well. 90% I feel comfortable going to my principal with my concerns. 95% My principal supports me when conflicts arise with parents. 80% My principal supports me when discipline	The survey was changed in 2022 to get different information from the staff. Respondents that gave a favorable response ("Strongly Agree" or "Agree") 100% I feel like I belong at this school. 100%I feel that learning is fun at this school. 88% I feel recognized for good work. 100% I work with people who treat me with respect. 88% My principal facilitates communication effectively. 88% My principal supports me in my work with students. 94% My principal supports shared decision making.	Respondents that gave a favorable response 100% agree or somewhat agree that they feel like they belong at this school. 95% agree or somewhat agree they feel that learning is fun at this school. 85% agree or somewhat agree they feel recognized for good work. 100% agree or somewhat agree they work with people who treat them with respect. 75% agree or somewhat agree that the principal facilitates communication effectively. 95% agree or somewhat agree that the principal supports	The survey questions were changed to gather different information.	100% agree or somewhat agree that they feel like they belong at this school. 95% agree or somewhat agree they feel that learning is fun at this school. 95% agree or somewhat agree they feel recognized for good work. 100% agree or somewhat agree they work with people who treat them with respect. 95% agree or somewhat agree that the principal facilitates communication effectively. 95% agree or somewhat agree that the principal supports them in my work with students. 95% agree or somewhat agree that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	issues arise with students. 90% My principal cultivates positive relationships with staff members at this school. 90% I feel empowered to make decisions about my work. 95% I enjoy coming to work most days. 100% I feel we have a positive school culture. 95% In general, I believe our school is meeting the needs of our students. 95%	94% I love working at this school. 100% I believe this school has a good public image. 82% I believe the instructional program at this school is challenging. 100% I believe the instructional program at this school is engaging and meaningful. 71% I work effectively with special education students. 88% I work effectively with low-achieving students. 94% Teachers in this school communicate with each other to make student learning consistent across grades. 88% Children are physically and emotionally safe at this school. 100% I believe the instructional program at this school builds positive character and good citizens.	them in my work with students. 85% agree or somewhat agree that the principal supports shared decision making. 90% agree or somewhat agree they love working at this school. 95% agree or somewhat agree they believe this school has a good public image. 90% agree or somewhat agree they believe the instructional program at this school is challenging. 90% agree or somewhat agree they believe the instructional program at this school is engaging and meaningful. 90% agree or somewhat agree they work effectively with special education students.		the principal supports shared decision making. 95% agree or somewhat agree they love working at this school. 95% agree or somewhat agree they believe this school has a good public image. 95% agree or somewhat agree they believe the instructional program at this school is challenging. 95% agree or somewhat agree they believe the instructional program at this school is engaging and meaningful. 95% agree or somewhat agree they work effectively with special education students. 95% agree or somewhat agree they work effectively with low-achieving students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		I would find the following professional development to be beneficial. 58% EQ SEL Teaching & Leading - Ronen Habib of EQ Schools 58% Dominique Smith-Creating School Culture 53% Writing - (Razzle Dazzle, other) 71% Kim Sutton - (Math) 52% Casey Bell - Shake Up Learning- 52%Google Classroom 58% Fred Jones Classroom Management 58% Harry Wong-Classroom Management 82% Teach Like a Pirate 82% Professional Learning Communities What other professional development opportunity would interest you?	95% agree or somewhat agree they work effectively with low-achieving students. 75% agree or somewhat agree teachers in this school communicate with each other to make student learning consistent across grades. 80% agree or somewhat agree children are physically and emotionally safe at this school. 80% agree or somewhat agree they believe the instructional program at this school builds positive character and good citizens. I would find the following professional development to be beneficial. 60% ELA 60% math 75% classroom technology		95% agree or somewhat agree teachers in this school communicate with each other to make student learning consistent across grades. 95% agree or somewhat agree children are physically and emotionally safe at this school. 95% agree or somewhat agree they believe the instructional program at this school builds positive character and good citizens. We want to provide professional development based on need of students each year so these options will change each year. Our school has especially strong curriculum in the following subject areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		* Being a Writer * Teaching Reading * Number Talks * Human Resources * Individual instrument lessons I would like additional training in order to better utilize the following school resources. 70% SmartTVs 52% Google 47% GoGuardian 47% Clever 58% Aeries 53% Renaissance Learning 58% AIMSWeb What other training for currently used school resources would interest you? SPARK PE curriculum Our school has especially strong curriculum in the following subject areas. 75% English Language Arts 75% Math 38% Science	75% classroom management/behavior 70% culture & community 65% Restorative & Accountability Practices 70% Professional Learning Communities 70% Emergency Response 55% College & Career 70% Visual & Performing Arts What other professional development opportunity would interest you? Practical writing pacing guide, RTI programs State testing Social studies curriculum at the elementary level. ELA adoption & Math adoptions (2) Google Classroom and Google Applications as it relates to teaching. writing		100% English Language Arts 100% Math 100% Science 100% History/Social Studies 100% Health 100% Physical Education 100% Visual and Performing Arts 100% Career/Technical 100% World Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		13% History/Social Studies 19% Health 63% Physical Education 13% Visual and Performing Arts 0% Career/Technical 0% World Language	Getting students involved in community service like "Hands for Hope" or Jr. Lions or Rotary. Middle School mental health Instructional aides on how best to work with middle schoolers as they are different than Elementary school students. Identifying special needs in the classroom. How to motivate (without bribing) students. How to get parents to be more participative in their kids education as a support for the school. Math Number Talks ChatGPTand its effects on student writing Google Applications Can Aide's access student Aeries so they can print off missing assignments for students to catch up on work? Access to this?		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Capturing Kids Hearts Staff agree or somewhat agree they would like professional development in the following: 55% Smart TVs 55% Google 50% Go Guardian 45% Clever 45% Aeries 30% Renaissance Learning 20% AIMSWeb Our school has especially strong curriculum in the following subject areas. 88.9% English Language Arts 83.3% Math 44.4% Science 5.6% History/Social Studies 5.6% Health 50% Physical Education 5.6% Visual and Performing Arts 0% World Language		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0% Career/Technical		
Local Indicator Student Annual Survey	Relationships 90% students report my teachers care about me. 79% of students report that it is easy to talk with teachers at this school. 80% of students report students respect one another.	Relationships 88% students report my teachers care about me. 84% of students report that it is easy to talk with teachers at this school. 70% of students report students respect one another.	Relationships 86% students report my teachers care about me. 72% of students report that it is easy to talk with teachers at this school. 56% of students report students respect one another.	The survey questions were changed to gather different information.	Relationships 95% students report my teachers care about me. 95% of students report that it is easy to talk with teachers at this school. 95% of students report students respect one another.
Local Indicator	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.	We have increased participation of all student groups through our parent engagement nights and day events.	Increased participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.
Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council,	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council,	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council,	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council,	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LCAP Committee, and Junction Education Foundation.	LCAP Committee, and Junction Education Foundation.	LCAP Committee, and Junction Education Foundation.	LCAP Committee, and Parent Club.	LCAP Committee, and Junction Education Foundation.

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and 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.

1.2 There was no signage purchased. 1.4 and 1.8 Increased because the District added a parent app. 1.11 Increase due to adding another offsite POS system. 1.12 Increase due to additional parent nights being added.

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

All actions were effective at making progress towards our goal. We changed the survey questions but were very pleased with the feedback that we received from parents, students and parents. The survey results helped inform our strategic plan and will help us refine our actions and goals.

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

We plan to streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every

LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We consolidated actions in the upcoming LCAP to reduce the size of the LCAP. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

Goals and Actions

Goal

Goal #	Description
2	Student Achievement- All staff are responsible to implement our Mission- Students are capable of making one years' growth, academically, physically, emotionally, socially and behaviorally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Surveys	94.5% surveyed parents feel their student's teacher works hard to help their student. 46.2% of surveyed parents agree or strongly agree that they would attend School Board Meetings if they were held in the evening. 91.2% of surveyed parents agree or strongly agree that their child enjoys school. 14.3% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 93.3% of surveyed parents agree or	93% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 90% surveyed parents feel their student's teacher works hard to help their student. School Board Meetings are now held in the evenings due to the parent survey feedback. We have had less parent participation with board meetings since moving the board meetings from 3:30pm to 5:00pm.	94.5% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 90.1% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and feedback from parents. 91.2% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful.	The following parents completed the Parent Survey 1.5% Foster Youth Parents 0% Parents that are unhoused 32.8% English learner parents 20.6% free and reduced meals 18.2% Parents of special education students 73.1% White 10.4% Two or more races 0% Pacific Islander 6% Hispanic 1.5% Filipino 1.5% Asian 0% American Indian 0% African American 4.5% Decline to state	100% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 100% surveyed parents feel their student's teacher works hard to help their student. Board meetings are now held in the evening as per parent request. 100% of parents surveyed feel their child's teacher welcomes communication and feedback from parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	strongly agree that their student has a positive relationship with their teacher. 98.9% of surveyed parents agree or strongly agree that their student feels safe at school. 95.6% of surveyed parents agree or strongly agree that their student has friends at school. 63.8% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 78.9% of surveyed parents agree or strongly agree that their student enjoys PE. 89% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. 84.6% of surveyed parents agree or strongly agree that they would like more community activities	50% of surveyed parents agree or strongly agree that they would attend School Board Meetings if they were held in the evening. 93.9% of parents surveyed feel their child's teacher welcomes communication and feedback from parents. 95.9% of parents surveyed believe that the weekly communication from their student's teacher is helpful. 85.9%of parents surveyed believe that the monthly school newsletter is helpful. 92% of parents surveyed believe that the principal's weekly all-call is helpful. 80.8% of parents surveyed believe they are always informed of important school information 92.3%of parents surveyed said they	80.2% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 90% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 79.1% of surveyed parents agree or strongly agree that they are always informed of important school information. 70% of surveyed parents agree or strongly agree that they feel the school is responsive in hearing and addressing my concerns. 96.7% of surveyed parents agree or strongly agree that they have had opportunities to participate in conferences, surveys and school events. 59.1% of surveyed parents agree or strongly agree that they would attend	88% parents agreed- I feel the administration, teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 0410 86.7% parents agreed- I feel my teacher works hard to help my student learn. 85.3% parents agreed- I feel my teacher welcomes communication and feedback from parents. 92.6% parents agreed- Weekly communication from my student's teacher is helpful. 67.7% parents agreed- The Junction Elementary App is helpful. 85.3% parents agreed- The principal's weekly all-call is helpful.	100% of parents surveyed believe that the weekly communication from their student's teacher is helpful. 100% of parents surveyed believe that the principal's weekly all-call is helpful. 100% of parents surveyed believe they are always informed of important school information. 100%of parents surveyed said they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu. 100% of surveyed parents agree or strongly agree that their child enjoys school. Less than 3% of surveyed parents agree or strongly agree that their child has been bullied at school this year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for parents and students to socialize with one another. 74.7% of surveyed parents agree or strongly agree that they would like more opportunities to be involved and volunteer at Junction. 90.1% of surveyed parents agree or strongly agree that they are pleased with my student's academic progress for this year. 94.5% of surveyed parents agree or strongly agree that they are pleased with my student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 93.4% of surveyed parents agree or strongly agree that the teacher provides helpful feedback	would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu. 87% of surveyed parents agree or strongly agree that their child enjoys school. 22.3% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 89.9% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 90.9% of surveyed parents agree or strongly agree that their student feels safe at school. 95% of surveyed parents agree or strongly agree that their student has friends at school. 49.4% of surveyed parents agree or	School Board Meetings if my children were invited to participate, present and/or be honored. 78.1% of surveyed parents agree or strongly agree that their child enjoys school. 23.6% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 50% of surveyed parents agree or strongly agree that bullying is appropriately addressed by school staff and administration. 83.5% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 84.4% of surveyed parents agree or strongly agree that their student feels safe at school.	83.6% parents agreed- I am informed of important school information. I feel the school is responsive in hearing and addressing my concerns. 4.5% Strongly Disagree 10.4% Disagree 23.8% Neutral 19.4% Agree 22.4% Strongly Agree I have not brought any concerns to the school's attention 4.5% Strongly Disagree 10.4% Disagree 23.9% Neutral 19.4% Agree 22.4% Strongly Agree 19.4% parents agreed- I have not brought any concerns to the school's attention. 88.2% parents agreed- I have had opportunities to participate in conferences, surveys and school events.	100% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 100% of surveyed parents agree or strongly agree that their student feels safe at school. 100% of surveyed parents agree or strongly agree that their student has friends at school. 100% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 100% of surveyed parents agree or strongly agree that their student enjoys PE. 100% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. Parents agree or strongly agree that there are enough

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	regarding my student's progress. 93.4% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 78.9% parents indicated that the amount of time their student spends on homework is just right while 17.8% thought it is too much and 3% stated that it was not enough. 86.7% parents indicated the difficulty of homework is just right while 10% thought it is too much and 3% stated that it was not enough. 36.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 28.6% of surveyed parents agree or strongly agree that	strongly agree that their student enjoys hot lunches. 85.5% of surveyed parents agree or strongly agree that their student enjoys PE. 92% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. 77.3% of surveyed parents agree or strongly agree that they would like more community activities for parents and students to socialize with one another. 64.7% of surveyed parents agree or strongly agree that they would like more opportunities to be involved and volunteer at Junction. 82.7% of surveyed parents agree or strongly agree that they are pleased with my student's	90.1% of surveyed parents agree or strongly agree that their student has friends at school. 32.3% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 89.1% of surveyed parents agree or strongly agree that their student enjoys PE. 72.6% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. 53.3% of surveyed parents agree or strongly agree that they would like more community activities for parents and students to socialize with one another. 35.2% of surveyed parents agree or strongly agree that they would like more opportunities to be	CLIMATE/ENVIRONMENT Bullying is repeated, unwanted, aggressive behavior. Bullying exploits a power imbalance in order to make the bully feel more powerful and to make the victim of the bullying feel belittled. Based on this definition: My student has NOT been bullied at school this year. 67.7% agree I feel that my bullying concern was appropriately addressed by school staff and administration. 7.4% Strongly Disagree 7.4% Disagree 14.7% Neutral 11.8% Agree 7.4% Strongly Agree 51.5% parents agreed- I have not brought a specific bullying concern to the school's attention.	community activities for parents and students to socialize with one another. Parents agree or strongly agree that they have ample opportunities to be involved and volunteer at Junction. 100% of surveyed parents agree or strongly agree that they pleased with their student's academic progress for this year. 100% of surveyed parents agree or strongly agree that they pleased with their student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 100% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	they are interested in enrolling their student in summer school during the month of June. 30.8% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks in August. 84.6% of surveyed parents agree or strongly agree that our teachers adapted well to distance learning. 71.1% parents indicated that the amount of work during distance learning was just right while 26.7% thought it is too much and 2% stated that it was too little.	academic progress for this year. 91.8% of surveyed parents agree or strongly agree that they are pleased with my student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 84.9% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress. 87.8% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 73.2% parents indicated that the amount of time their student spends on homework is just right while	involved and volunteer at Junction. 82.4% of surveyed parents agree or strongly agree that they are pleased with my student's academic progress for this year. 87.9% of surveyed parents agree or strongly agree that they are pleased with my student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 84.4% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress. 90.1% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner.	92.6% parents agreed- My student has a positive relationship with their teacher. 89.6% parents agreed- My student feels safe at school. 86.7% parents agreed- My student has friends at school. 61.7% parents agreed- I am satisfied with the amount of food/nutrition provided by school meals. 60.3% parents agreed- I am satisfied with the variety/options provided in school meals. 77.3% parents agreed- My student enjoys P.E. 91.2% parents agreed- My student enjoys Music (or Band) class. 71.7% parents agreed- I am pleased with Junction's campus and facilities. 80.6% parents agreed- I am satisfied	100% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 100% parents indicated that the amount of time their student spends on homework is just right while 17.8% thought it is too much and 3% stated that it was not enough. 100% parents indicated the difficulty of homework is just right while 2% thought it is too much and 3% stated that it was not enough. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		24.7% thought it is too much and 2.1% stated that it was not enough. 92.8% parents indicated the difficulty of homework is just right while 6.2% thought it is too much and 1% stated that it was not enough. 37.5% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 35.1% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school during the month of June. 32.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks of July.	70.8% parents indicated that the amount of time their student spends on homework is just right while 29.2% thought it is too much and 0% stated that it was not enough. 83.3% parents indicated the difficulty of homework is just right while 13.3% thought it is too much and 3.3% stated that it was not enough. 42.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a week-long summer basketball camp at Junction run by Foothill High School	with the number of community activities for parents and students to socialize with one another. 89.6% parents agreed- I am satisfied with the number of opportunities to be involved and volunteer at Junction.	in summer school during the month of June. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks in July. 50% of surveyed parents are interested in enrolling my student in summer school or summer camp at Junction during the month of August just before the start of school. We are hopeful that we will not be reporting on Distance Learning in three years as we believe students receive a more robust education when they are in-person at school on a daily basis.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		31.6%of surveyed parents interested in enrolling my student in summer school or summer camp at Junction during the month of August just before the start of school.	52.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a week-long summer soccer camp at Junction run by Foothill High School. 29.9% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a summer music/band camp that would run in the afternoon after summer school lets out. Check the programs you would like to see implemented (or expanded) at Junction. 21% Book Club 23.5% Student Council 45.75% Robotics 56.8% STEM/Science Lab 48.1% After School Tutoring/Homework Club		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			44.4% Gardening Club 45.7% Music 34.6% Drama 35.8% Spanish 14.8% Chess Club 27.2% Coding 35.8% Fly Fishing 32.1% Snowboarding 1.2% Baseball 1.2% Anything! Keep kids busy 1.2% Snow skiing, drawing club 1.2% Ski/Snowboard Club & flag football 1.2% Students learning about harvesting their food/life lessons 1.2% Archery/Wood carving 1.2% Dance 1.2% All of it is awesome Select the sports you would like to participate in at Junction 42.3% Volleyball (G) 42.3% Flag Football (Co-Ed) 53.5% Soccer (Co-Ed) 16.9% X-Country (B)		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			18.3% X-Country (G) 39.4% Basketball (B) 28.2% Basketball (G) 38%Softball (G) 45.1% Baseball (B) 18.3% Track (B) 19.7% Track (G) 26.8% Tennis (Co-Ed) 1.4% Cheerleading (basketball) 1.4% Cheerleading, dance 1.4% Ski/Snowboard 1.4% Wrestling		
State Indicator Academic Indicator-Mathematics	GREEN performance level-mathematics 17.4 points above standard	The CA School Dashboard was not published due to COVID.	High performance level-mathematics 6.5 points above standard	CA School Dashboard Green progress indicator 11 points above standard Increased 4.6 Points	BLUE performance level-mathematics 40 points above standard
State Indicator Academic Indicator-English Language Arts	GREEN performance level-English language arts 29.6 points above standard	The CA School Dashboard was not published due to COVID.	High performance level-English language arts 14.7 points above standard	CA School Dashboard Yellow progress indicator 9.9 points above standard Declined 4.8 Points	BLUE performance level-mathematics 40 points above standard
State Indicator CAASPP Mathematics Results	60.79% students at or above standard	59.73% students met or exceeded	51.76% students met or exceeded	60.45% students met or exceeded	80% students at or above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd Grade-73.53% 4th Grade-56% 5th Grade-56.25% 6th Grade-55.17% 7th Grade-60% 8th Grade-61.29%	standards in mathematics. 3rd-5th grade did not take the assessment last spring. Instead they took a local assessment. 6th- 33.33% 7th- 69.56% 8th- 76%	standards in mathematics. 3rd Grade-77.14% 4th Grade-61.36% 5th Grade-32.35% 6th Grade-34.38% 7th Grade-46.15% 8th Grade-53.57%	standards in mathematics. 3rd Grade -73.91% 4th Grade -67.50% 5th Grade -58.54% 6th Grade -53.84% 7th Grade -53.33% 8th Grade -48.28%	3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%
State Indicator CAASPP English Language Arts Results	60.80% students at or above standard in English language arts 3rd Grade-67.65% 4th Grade-56% 5th Grade-75.01% 6th Grade-48.28% 7th Grade- 52% 8th Grade-61.29%	52.77%students met or exceeded standards in English language arts 3rd-5th grade did not take the assessment last spring. Instead they took a local assessment. 6th- 54.17% 7th- 60.87% 8th- 44%	57.57% students at or above standard in English language arts 3rd Grade-73.53% 4th Grade-61.37% 5th Grade-58.82% 6th Grade-37.50% 7th Grade-53.84% 8th Grade-57.14%	56.39%students met or exceeded standards in English language arts. 3rd Grade -65.22% 4th Grade -65.00% 5th Grade -74.42% 6th Grade -38.46% 7th Grade -36.67% 8th Grade -48.27%	80% students at or above standard 3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%
State Indicator English Learner Proficiency Rate English Learner Proficiency Assessment for California (ELPAC)	Data not displayed for privacy-less than 11 students.	Level 4 50% Level 3 25% Level 2 0% Level 1 25%	Level 4 15.57% Level 3 35.23% Level 2 30.73% Level 1 18.47%	Level 4 16.50% Level 3 33.77% Level 2 29.40% Level 1 20.33%	Level 4 80% Level 3 10% Level 2 5% Level 1 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator English Language Reclassification Rate	We reclassified 0 out of 22 students.	We reclassified 2 out of 15 students.	We reclassified 1 out of 5 students.	We reclassified 1 student out of 4.	Reclassify 75% of our English Language Learners
Local Indicator Broad Course of Study	85% of students had access to world languages.	0% of students had access to world languages due to staffing challenges.	0% of students had access to world languages due to staffing challenges.	100% of students had access to world language.	100% of students had access to world languages.
Local Indicators Standards aligned materials	100% standards aligned materials.	100% standards aligned materials.	100% standards aligned materials.	100% standards aligned materials.	100% standards aligned materials.
Local Indicator Other Student Outcomes	Kindergarten Fluency (CVC & HFW) 87% are at or above grade level Early literacy composite score. K - 71% Average and Above Range; 1st - 85% Average and Above Kindergarten Word Fluency	Kindergarten Fluency (CVC & HFW) 90% at/above grade level Early literacy composite score. 1st Grade Oral reading fluency benchmark at the end of 1st grade is 56 Oral reading fluency 55 and below - 31% are below benchmark Oral reading fluency 62 and above - 69% are above benchmark	Kindergarten 1 WINTER DATA 3 Well Above Average (15.8% of students) 5 Above Average (26.3% of students) 10 Average (52.6% of students) 1 Below Average (5.3% of students) 0 Well Below Average (0% of students) Kindergarten 2	Staff use different data points to track reading and math progress.	Kindergarten Fluency WINTER DATA 75% are at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			4 Well Above Average (23.5% of students) 2 Above Average (11.8% of students) 9 Average (52.9% of students) 1 Below Average (5.8% of students) 1 Well Below Average (5.8% of students)		
Local Indicator Other Student Outcomes Local Assessments	AIMS Web Kinder Fluency- 76% 1st Grade Fluency- 62% 2nd Grade Fluency- 82% 3rd Grade Fluency- 52% 4th Grade Fluency- 49% STAR READING 1st grade 72% at or above grade level 2nd grade 80% at or above grade level 3rd grade 77% at or above grade level 4th grade 81% at or above grade level	AIMS Web-WINTER DATA Kinder Fluency- 86% 1st Grade Fluency- 59% 2nd Grade Fluency- 83% 3rd Grade Fluency- 89% 4th Grade Fluency- 87% STAR READING 1st grade --% at or above grade level 2nd grade 78% at or above grade level 3rd grade 79% at or above grade level 4th grade 83% at or above grade level	AIMS WEB-WINTER DATA Kinder Fluency- 83%*** 1st Grade Fluency- 66% 2nd Grade Fluency- 68% 3rd Grade Fluency- 89% 4th Grade Fluency- 60% STAR READING 1st grade % at or above grade level - (First test in Spring) 2nd grade 67% at or above grade level 3rd grade 81% at or above grade level	Staff use different data points to track reading and math progress.	AIMS Web Kinder Fluency- 90% 1st Grade Fluency- 90% 2nd Grade Fluency- 90% 3rd Grade Fluency- 90% 4th Grade Fluency- 90% STAR READING 1st grade 90% at or above grade level 2nd grade 90% at or above grade level 3rd grade 90% at or above grade level 4th grade 90% at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade 53% at or above grade level 6th grade 65% at or above grade level 7th grade 64% at or above grade level 8th grade 44% at or above grade level\ STAR MATHEMATICS 1st grade 85% at or above grade level 2nd grade 77% at or above grade level 3rd grade 83% at or above grade level 4th grade 78% at or above grade level 5th grade 63% at or above grade level 6th grade 68% at or above grade level 7th grade 100% at or above grade level 8th grade 85% at or above grade level Curriculum Based Assessments Math 6th Grade = 60% proficient 7th Grade = 85% proficient	5th grade 63% at or above grade level 6th grade 62% at or above grade level 7th grade 50% at or above grade level 8th grade 58% at or above grade level STAR MATHEMATICS 1st grade --% at or above grade level 2nd grade 77% at or above grade level 3rd grade 83% at or above grade level 4th grade 92% at or above grade level 5th grade 83% at or above grade level 6th grade 67% at or above grade level 7th grade 70% at or above grade level 8th grade 60% at or above grade level Curriculum Based Assessments Trimester 2 Math 6th Grade = 60% proficient	4th grade 79% at or above grade level 5th grade 82% at or above grade level 6th grade 59% at or above grade level 7th grade 52% at or above grade level 8th grade 40% at or above grade level STAR MATHEMATICS 1st grade % at or above grade level - (First test in Spring) 2nd grade 56% at or above grade level 3rd grade 86% at or above grade level 4th grade 82% at or above grade level 5th grade 88% at or above grade level 6th grade 69% at or above grade level 7th grade 81% at or above grade level 8th grade 82% at or above grade level Curriculum Based Assessments Trimester 2 Math		5th grade 90% at or above grade level 6th grade 90% at or above grade level 7th grade 90% at or above grade level 8th grade 90% at or above grade level\ STAR MATHEMATICS 1st grade 90% at or above grade level 2nd grade 90% at or above grade level 3rd grade 90% at or above grade level 4th grade 90% at or above grade level 5th grade 90% at or above grade level 6th grade 90% at or above grade level 7th grade 90% at or above grade level 8th grade 90% at or above grade level Curriculum Based Assessments Math 6th Grade = 90% proficient 7th Grade = 90% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade = 72% proficient English Language Arts 6th = 72% proficient 7th = 74% proficient 8th = 80% proficient	7th Grade = 77% proficient 8th Grade = 85% proficient English: 6th Grade = 79% proficient 7th Grade = 77% proficient 8th Grade = 84% proficient	6th Grade = 70% proficient 7th Grade = 82% proficient 8th Grade = 83% proficient English 6th Grade = 81% proficient 7th Grade = 71% proficient 8th Grade = 78% proficient		8th Grade = 90% proficient English Language Arts 6th = 90% proficient 7th = 90% proficient 8th = 90% proficient
Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.
State Indicator Chronic Absenteeism Rate	ORANGE performance indicator Chronic Absenteeism Rate All students 11.1% Low income 16.4% Homeless Youth 0%	No performance level this year Chronic Absenteeism Rate All Students 11% Low income 15.10% Homeless Youth 20%	Very high chronic absenteeism rate Chronic Absenteeism Rate All Students 21.6% Low income 27.9%	2022-2023 CA School Dashboard Orange performance level 20.1% students are chronically absent Declined by 1.5%	BLUE performance indicator Chronic Absenteeism Rate All Students 5.55% Low income 8.2% Homeless Youth 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 0% English Learners 0% Students with Disabilities 15% White 11% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 5% Pacific Islander 0% Two or more races 0%	Foster Youth 25% English Learners 0% Students with Disabilities 13.30% White 10.60% American Indian 22.20% Asian 0% African American 0% Filipino 0% Hispanic/Latino 9.30% Pacific Islander 0% Two or more races 33.30%	Homeless Youth Less than 11 students Foster Youth Youth Less than 11 students English Learners 9.1% Students with Disabilities 24.3% White 21.2% American Indian 50% Asian Youth Less than 11 students African American Youth Less than 11 students Filipino Youth Less than 11 students Hispanic/Latino 12.2% Pacific Islander 0% Two or more races Youth Less than 11 students		Foster Youth 0% English Learners 0% Students with Disabilities 7.5% White 5.5% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 2.5% Pacific Islander 0% Two or more races 0%
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to programs and services.	100% of Students with Exceptional Needs have access to programs and services.	100% of Students with Exceptional Needs have access to programs and services.	100% of Students with Exceptional Needs have access to programs and services.	100% of Students with Exceptional Needs have access to programs and services.
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Participation Rate	98% of students participated in the annual CAASPP state assessment.	The state did not collect the percentage of students who participated in the annual CAASPP state assessment as it was optional to participate due to COVID. 100% of middle school students participated in CAASPP but our elementary school chose to administer local assessments instead.	98% of students participated in the annual CAASPP state assessment.	This assessment will not be administered until the spring.	98% of students participated in the annual CAASPP state assessment.
Local Indicator Attendance Rate	96.1% attendance rate	89% attendance rate	89% attendance rate as of May 1st	The attendance rate is 88% as of March 22, 2024	98% attendance rate
Local Indicator Middle School Drop Out Rate	0% middle school students have dropped out of school	0% middle school students have dropped out of school	0% middle school students have dropped out of school	0% middle school students have dropped out of school	0% middle school students have dropped out of school
State Indicator Suspension Rate Indicator	GREEN performance level 2.3% students suspended at least once	Less than 1% of students suspended at least once (reported on May 2nd)	Medium performance level 1.9% suspended at least one day	CA School Dashboard Orange performance indicator 3% suspended at least one day Increased 1.2%	BLUE performance level Less than 1% students suspended at least once
Local Indicator	Rating Scale (lowest to highest): 1-	We changed the standards	A majority of staff believe that there is	A majority of staff believe that there is	A majority of staff believe full

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards Survey	Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5- Full Implementation and Sustainability ELA- California State Standards 1-2 teachers rated 2-0 3-2 4-2 5-3 ELD (Aligned to ELA Standards) 1-2 2-0 3-2 4-1 5-2 Mathematics-California State Standards 1-1 2-0 3-3 4-2 5-3 Next Generation Science Standards 1-3 2-2 3-3	implementation staff survey this year to be of narrative format. A majority of staff believe full implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards A majority of the staff felt we needed to explore and research the following areas: Next Generation Science Standards History Social Standards Academic Standards-A majority of staff believe the district is making progress in making instructional materials that are aligned to the recently adopted academic standards and/or	full implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards A majority of the staff felt we needed to explore and research the following areas: Next Generation Science Standards History Social Standards Academic Standards-A majority of staff believe the district is making progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks. Academic Standards-A majority of staff believe the district is	full implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards A majority of the staff felt we needed to explore and research the following areas: Next Generation Science Standards History Social Standards Academic Standards-A majority of staff believe the district is making progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks. Academic Standards-A majority of staff believe the district is	implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards Next Generation Science Standards History Social Standards Academic Standards-A majority of staff believe the district is making progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks. Academic Standards-A majority of staff believe the district is making progress in implementing policies or programs to support staff in identifying areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4-2 5-0 History Social Standards 1-4 2-3 3-1 4-2 5-0 Academic Standards- Rate the districts progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- California State Standards 1-0 2-0 3-1 4-3 5-5 ELD- (Aligned to ELA Standards) 1-0 2-0 3-1	curriculum frameworks. Academic Standards- A majority of staff believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the academic standards adopted by the state board of education for all students in the following areas:.	making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the academic standards adopted by the state board of education for all students in the following areas:. Health Education Content Standards Physical Education Model Content Standards Visual and Performing Arts	making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the academic standards adopted by the state board of education for all students in the following areas:. Health Education Content Standards Physical Education Model Content Standards Visual and Performing Arts	where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the academic standards adopted by the state board of education for all students in the following areas:. Career Technical Education Health Education Content Standards Physical Education Model Content Standards Visual and Performing Arts World Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4-3 5-4 Mathematics-California State Standards 1-0 2-0 3-1 4-3 5-5 Next Generation Science Standards 1-1 2-1 3-4 4-1 5-1 History Social Standards 1-2 2-1 3-3 4-1 5-1 Academic Standards-Rate the districts progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering	Health Education Content Standards Physical Education Model Content Standards Visual and Performing Arts Staff believe that we are in the beginning stages of development in the following areas: Career Technical Education World Language Due to our small district and limited staffing, we find it a challenge to consistently provide world language and CTE electives at the middle school level. The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the	Staff believe that we are in the beginning stages of development in the following areas: Career Technical Education World Language Due to our small district and limited staffing, we find it a challenge to consistently provide world language and CTE electives at the middle school level. We have written grants and have reached out to our high school districts to partner in CTE or stronger workforce without success. The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the	Staff believe that we are in the beginning stages of development in the following areas: Career Technical Education World Language Due to our small district and limited staffing, we find it a challenge to consistently provide world language and CTE electives at the middle school level. We have written grants and have reached out to our high school districts to partner in CTE or stronger workforce without success. The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the	Support for Teachers & Administrators- A majority of staff believe the district is making progress at engaging in the following activities with teachers and school administrators in the following areas: The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the standards they have not yet mastered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). ELA- California State Standards 1-0 2-1 3-3 4-3 5-2 ELD (Aligned to ELA Standards) 1-0 2-1 3-3 4-3 5-1 Mathematics- California State Standards 1-0 2-1 3-3 4-3 5-2 Next Generation Science Standards 1-2	standards they have not yet mastered	standards they have not yet mastered.	standards they have not yet mastered.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2-1 3-2 4-4 5-0 History Social Standards 1-2 2-1 3-2 4-4 5-0 Other Adopted Academic Standards-Rate the districts progress in implementing each of the following academic standards adopted by the state board of education for all students. Career Technical Education 1-1 2-1 3-4 4-3 5-0 Health Education Content Standards 1-0 2-2 3-3				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4-4 5-1 Physical Education Model Content Standards 1-0 2-1 3-2 4-2 5-4 Visual and Performing Arts 1-1 2-4 3-2 4-1 5-1 World Language 1-5 2-2 3-1 4-1 5-0 Support for Teachers & Administrators-During the 2020-21 school year (including the summer of 2020), rate the district's success at engaging in the following activities with teachers and school administrators?				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Identifying the professional learning needs of groups of teachers or staff as a whole 1-0 2-0 3-4 4-4 5-1 Identifying the professional learning needs of individual teachers 1-0 2-4 3-1 4-3 5-1 Providing support for teachers on the standards they have not yet mastered 1-0 2-2 3-3 4-3 5-1				
Expulsion Rate	Expulsion Rate of 0%	Expulsion Rate of 0%	Expulsion Rate of 0%	Expulsion Rate of 0%	Maintain an Expulsion Rate of 0%

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and 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.

2.3 Decrease due to Intervention Aide out on leave. 2.7 Increase due to adding addtional Adie support. 2.8 Increase due to additional Homeless students identifed in the District. 2.9 Decrease due to Spanish Teacher doing ELA testing as part of their position.

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

The actions were mostly effective at meeting the goal. Our math and ELA are above the state standard but there is still room to grow. Our chronic absenteeism slightly decreased in the 2022-2023 school year so we focused on this area and have seen a significant decrease this year. Although our suspension rate is very low we did see a slight increase in suspension due to a few incidences. We have focused our efforts on reducing cyberbullying. A new administration team has been hired for the 2024-2025 school year and they will work with the staff to reduce chronic absenteeism, suspension and academics. Finally, our English learners continue to acquire the English language and we are seeing tremendous growth in the academic and language progress.

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

We consolidated actions and made one goal to streamline the LCAP. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

Goals and Actions

Goal

Goal #	Description
3	Staff Development- All staff must work together as colleagues and professionals. Collaborating, examining assessment results, attending District provided professional development, attending trainings, staff meetings and other opportunities as funding allows.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Staff Survey	100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.	100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.	100% of staff surveyed. Results indicated that 77% were satisfied with professional development received.	100% of staff surveyed. Results indicated more than % were satisfied with professional development received.	100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.
Local Indicator Teacher Credentialing	100% teachers are appropriately credentialed. Utilize waivers sparingly.	99% teachers are appropriately credentialed. Utilize waivers sparingly.	100% teachers are appropriately credentialed. Utilize waivers sparingly.	100% teachers are appropriately credentialed. Utilize waivers sparingly.	100% teachers are appropriately credentialed. Utilize waivers sparingly.
Local Indicator Williams Quarterly Reports	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.
Local Indicator Implementation of State Standards Monitored/supported through PLC notes	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and 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.

3.9 & 3.10 Increased due to more available trainings for staff.

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

These actions were effective at making progress as evidence by the metrics above.

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

We consolidated actions and made one goal to streamline the LCAP. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

Goals and Actions

Goal

Goal #	Description
4	Facilities, Finance and Safety-Facilities should be safe, welcoming, and in good repair. Expenditures need to be balanced against the budget and aligned with District Priorities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Facilities Inspection Tool	100% facilities in good repair	100% facilities in good repair	100% facilities in good repair	100% facilities in good repair	100% facilities in good repair
Local Indicator Student Surveys	Emotional Safety 83% of students report that they are happy to be at school 82% of students report they feel like they belong at school. 65% of students report that at this school, students talk about the importance of understanding their own feelings and the feelings of others. Growth Mindset 87% students report that they can change	SCOE changed the KELVIN Survey questions this year. (We collected the results from the 5th and 8th grade.) 95% My teachers expect me to do my best all of the time. 87% My teachers give me individual attention when I need it. 79% My teachers often connect what I am learning to life outside the classroom.	85% My teachers expect me to do my best all of the time. 82% My teachers give me individual attention when I need it. 78% My teachers often connect what I am learning to life outside the classroom.	We no longer use the KELVIN Survey.	100% My teachers expect me to do my best all of the time. 100% My teachers give me individual attention when I need it. 100% My teachers often connect what I am learning to life outside the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	their intelligence with hard work. 87% students report they are capable of learning anything. 90% students report they can do well in a subject even if they are not naturally good at it. Self Management 82% of students report during the past 30 days, they came to class prepared. 69% of students report they stay calm even when others bother or criticize them. 62% of students report they pay attention, even when there are distractions.				
Local Indicator Parent Surveys	98.9% of parents report that their students feel safe at school	90% of parents report that their students feel safe at school	84.4% of parents report that their students feel safe at school	89.6% parents agreed- My student feels safe at school.	99% of parents report that their students feel safe at school

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and 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.

4.1 Increased due to additional products needing to be completed. 4.3 Increase due to additional staff.

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

The actions were effective in making progress towards the goal as evidence by the metrics. A large portion of parents believe their students feel safe at school. Although our facilities are aging, they are in good repair. We plan to place a bond measure on the ballot in November to modernize and update our aging facilities.

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

We consolidated actions and made one goal to streamline the LCAP. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Junction Elementary School District	Darin Pust Superintendent	cross@junctionesd.net 530-547-3274 ext 251

Plan Summary [2024-25]

General Information

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

Originally established in 1881, Junction School is a TK-through-8th grade elementary school, with a preschool on site, serving approximately 350 students in the community of Palo Cedro. Palo Cedro is a rural community within Shasta County that provides a natural setting for Junction School highlighted by wide open spaces, oak trees, agriculture, dark night skies, creeks and wildlife. Views of snow-capped volcanoes such as Mount Shasta and Mount Lassen provide just some of the breathtaking scenery that students enjoy as they learn and play outdoors on Junction's sprawling campus.

The definition of the word junction is, "a point where two or more things are joined." Junction School is truly a "junction" where staff, parents, and the Palo Cedro community join together for the good of our students. Junction School is greatly supported by local businesses, law enforcement, fire department, and other first responders. Junction School is also supported by a highly engaged parent community that supplies hundreds of volunteers and tens of thousands of fundraising dollars annually to bolster programs that enhance the learning and development of our students. Junction School also partners with local organizations, providing four baseball fields, four soccer fields, a gymnasium, theater and track and field facilities for community use.

Junction School offers students a core curriculum that includes, math, reading, writing, science and social studies. Additionally, students are offered elective courses such as P.E., art, theater, band, and STEM. Students are also encouraged to develop their academic skills along with teamwork and leadership by participating in student council, robotics, book club, guitar/rock band and a variety of fall, winter and spring sports. Teachers and instructional aides provide high quality instruction and low adult-to-student ratios while 1-to-1 devices provide students

access to dozens of highly regarded, research-based online programs. Students' mental and emotional health is enhanced by a school counselor and a school psychologist and students needing intervention beyond the classroom have access to a resource specialist and a special day class. Through collaboration with our superintendent, staff and school board we are striving to find ways to enhance every students everyday life. Please browse our website to find out more in depth information about our programs at www.junctionesd.net. Parent Involvement is one of Junction's strong suits. The Junction Educational Foundation (JEF) has supported the school in numerous ways: from beautifying the school grounds, supporting academic programs, volunteering and providing donations for special events.

We are proud of our school and our community. Junction is one of the top performing districts in Shasta County, consistently scoring among the highest performing schools in the North State. Junction shines as an example of exemplary achievement. Hard work and diligence show in everything we do.

"The Mission of the Junction School District, in partnership with student, family, and community, is to professionally promote excellence, achievement, and self-worth, empowering students to be life-long learners and responsible citizens in our changing world."

Our single school district is located in rural Palo Cedro, California. Our student population includes approximately 381 students Transitional Kindergarten-8th grade.

31.8% Low Income
0.3% Foster Youth
1.8% English learner

We have been recognized by the county for being one of a few schools county-wide that has demonstrated improved Smarter Balanced Summative Assessment scores for three consecutive years. We are proud to offer quality enrichment programs allowing students a sampling of various career pathways. Our students are taught that with the proper mindset, they can achieve even the loftiest of goals. One of our Middle School goals is to have our students realize that most all careers now require some type of post high-school education or training, and that high-school can advance and position them for the next phase of their educational career.

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, our students are above standard (9.9 points) in English language arts and (11 points) mathematics. Although we are above standard, we slightly declined in English Language Arts (4.8 points) and increased in mathematics (4.6 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to

have all of our students at or above standard in math and English language arts. Additionally, we will identify and target students using data to drive instruction and believe this will result in overall growth for our students

Red Performance Level Student Group(s): We have no student groups in the red performance level.

Chronic absenteeism continues to be a byproduct of the pandemic. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.5% from 21.6%, it is our goal to decrease the chronically absent students to less than 1% next year.

Suspension data indicates that we are below the state average. In 2022-2023, 3% of our students were suspended at least one day. This was a 1.2% increase from the prior year. We continue to explore alternatives to suspension including restorative chats and projects as well as a structured day to help students continue their learning while reflecting on the situation that they were involved in.

The Governing Board held strategic planning sessions in August, January and February to develop the new 2024-2027 Local Control Accountability Plan. They reviewed CAASPP data, local survey data, CA School Dashboard data, attendance data, enrollment data, facilities data,1st and 2nd interim budget, negotiations data, credentialing data, current programs, and goals/actions in the previous LCAP. Below is a summary of Strengths, Weaknesses, Opportunities and Threats that were identified.

The Junction Elementary School District exhibits several notable strengths, contributing to its overall success. The district boasts a long-standing, rich history of a dedicated and experienced staff, placing a strong emphasis on academics. Student achievement surpasses state averages in both English Language Arts (ELA) and Math, with impressive percentages in various demographic categories such as gender.

The district is situated in a small, tight-knit community, fostering a strong sense of belonging. Despite its small size, the campus has a large footprint, and enrollment has steadily increased over the past five years. The district maintains a low poverty rate compared to other districts in Shasta County, with only 1.8% of students classified as English Learners and a relatively low percentage of students with Individualized Education Programs (IEPs).

The Junction Elementary School District takes pride in its highly qualified staff and offers a range of house electives at the middle school level. Various clubs, including Fly Fishing, Ski, Book, Tennis, and Garden, contribute to a well-rounded extracurricular experience for students. The governing board remains consistent and steady, receiving strong support from the community through initiatives like the Junction Education Foundation.

Facility-related strengths include a previous bond that addressed infrastructure needs such as doors, roofs, alarms, fencing, drainage, HVAC, and sewer. The district has received zero complaints related to Williams or staff issues. A Facility Inspection Tool Report indicates that facilities are in good repair.

Administratively, the district excels in timely reporting, with all required reports, including the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), Facility Inspection Tool (FIT), Consolidated Application (ConApp), Safety Plan, Mid-Year LCAP, Expanded Learning Opportunities-Plan (ELO-P), Educator Effectiveness Plan, and Technology Plan, submitted on time.

District priorities and goals are clear, aligned with the LCAP, and reflected in the Superintendent's list. The governing board adheres to a monthly action calendar. Technologically, the district has implemented a 1:1 device program, maintains low class sizes, employs instructional aides, and provides various specialized staff, such as a Spanish teacher, a full-time equivalent (FTE) music teacher and program, an FTE counselor, and an FTE psychologist. Competitive wages are offered, and cafeteria services extend to North Cow Creek Elementary School District & Chrysalis Charter School, contributing to the overall well-being of the students.

The Junction Elementary School District faces several challenges that could be considered weaknesses in its strategic planning:

Budget Constraints: The district is grappling with the need for a balanced and sustainable budget, suggesting financial limitations that may impact various aspects of operations and initiatives.
Aging Infrastructure: The condition of fields, portables, and facilities is a concern, and the upcoming Facilities Bond in 2024 is indicative of the need for significant improvements, including classroom modernization, gym addition, outdoor spaces, kinder playground, middle school updates, portable replacements, new fields, and modern heaters. Additionally, there is a need to set a schedule for upgrades to classroom furnishings.
Overstaffed in Special Education: The district is experiencing overstaffing in Special Education, which could lead to inefficiencies and potential resource misallocation.
Declining Unduplicated Count: A decline in the count of English Learners, Foster Youth, and Low-Income students implies reduced funding, posing financial challenges for the district.
Staff Turnover and Difficult Negotiations: High staff turnover and challenging negotiations present human resource challenges, potentially affecting stability and morale.
Gym/Cafeteria Combo and Limited Classrooms: The combination of the gym and cafeteria limits available classrooms, potentially impacting scheduling and activities within the school.
Limited Community Development (Developer Fees): The lack of significant development in the community affects developer fees, potentially limiting the financial resources available for the district.
Food Quality: Concerns about food quality may impact the overall well-being and satisfaction of students.
Fields/Irrigation: Issues with fields and irrigation could affect outdoor activities and sports programs.
Spanish-Broad Course of Study: There might be challenges or gaps in the Spanish course of study, impacting language education.
Limited Diversity: The lack of diversity within the school community suggests potential challenges in creating an inclusive and representative learning environment.
Loss of One-Time Federal and State Funding: The expiration of one-time federal and state funding sources implies a need for sustainable financial planning and resource allocation.
Improved Test Scores and Interventions: While improved test scores are mentioned as a strength, the need for interventions suggests ongoing academic challenges that require attention.
Implementing Technology: The need to implement technology into the school day for catching up and advancing skill sets indicates a potential lag in technology integration.

Addressing these weaknesses in the strategic planning process will be crucial for the Junction Elementary School District to ensure a well-rounded and effective education for its students.

The Junction Elementary School District has identified a wide range of opportunities in its strategic planning to enhance the overall educational experience and address various aspects of school operations:

Fleet Modernization (Electrification): Transitioning the school fleet to electric vehicles presents an opportunity to contribute to environmental sustainability and align with modern technology trends.

Identity-Marketing School Better: Improving the school's identity through marketing efforts offers the potential to increase community engagement, attract new students, and enhance the overall reputation of the district.

Updating Technology & Curriculum: The opportunity to update both technology and curriculum can enhance the learning experience, ensuring students are well-prepared for the demands of the modern world.

Full-time Music Teacher Collaboration with Foothill High School: Collaborating with Foothill High School (FHS) through a full-time music teacher presents an opportunity to strengthen the music program and foster continuity in students' musical education.

School Culture Enhancement: Fostering positive relationships between the elementary school and the middle school culture, with staff involvement in community building activities and a willingness to try new approaches, can contribute to a supportive and engaging learning environment for all students.

Lack of Diversity: Addressing the lack of diversity within the school community presents an opportunity to create a more inclusive and representative educational environment.

Reevaluate Administration Model: Reevaluating the administration model provides an opportunity to enhance organizational efficiency and effectiveness while aligning the budget.

Parent Involvement on the School Board: Encouraging more parent involvement on the School Board can lead to diverse perspectives and better representation of the community's interests.

Math Adoption 2026: Planning for math curriculum adoption in 2026 provides an opportunity to stay current with educational standards and methodologies.

After School Intervention/Summer School: Offering after-school interventions and summer school programs can provide additional support for students who may need extra assistance or enrichment. It also allows us to use ELO-P funding instead of encroaching on our general funds.

Special Education and Science of Reading: Focusing on special education and the science of reading can contribute to more inclusive and effective teaching methods, ensuring all students receive the support they need.

Homework Policy and Cell Phone Policy: Reviewing and updating homework and cell phone policies can contribute to a balanced and productive learning environment.

Nepotism Policy: Reevaluating the nepotism policy ensures fair and transparent hiring practices and evaluation practices.

Consistency of Accountability at All Levels: Ensuring consistent accountability across all levels, including both classified and certificated staff, contributes to a cohesive and high-performance school culture.

Engaging Males: Developing strategies to engage male students more effectively can contribute to improved academic and social outcomes.

Social Media Guidance for Students/Parents: Providing guidance on social media usage for students and parents promotes responsible digital citizenship.

Guided Professional Learning Communities (PLCs): Implementing guided PLCs to review data and target student achievement supports continuous improvement and collaborative learning among educators.

Partnership with JEF for Incentives: Partnering with the Junction Education Foundation (JEF) to offer incentives for turning in Free and Reduced Lunch Program (FRLP) forms encourages participation and supports financial planning.

World Studies and Robotics: Expanding programs in world studies and robotics provides students with diverse learning opportunities and prepares them for future challenges.

Fully Incorporate Technology with Instruction: Integrating technology fully into instruction ensures students are equipped with essential 21st-century skills.

Marketing Plan: Developing a marketing plan can enhance the visibility of the district, attract new students, and strengthen community ties.

Parents More Involved on School Board: Actively involving parents on the School Board enhances collaboration and ensures diverse perspectives in decision-making.

Leadership Groups (Subcommittees): Establishing leadership subcommittees provides a structured approach for focused discussions and initiatives.

Recruit Parents for Decision Making: Actively recruiting parents for decision-making roles ensures their voices are heard in shaping educational policies and practices.

Recognition of Programs (JEF): Recognizing and acknowledging successful programs, particularly those supported by the Junction Education Foundation (JEF), encourages continuous improvement and dedication.

Inclusion of JEF & SSC for Programs Supporting Student Goals: Involving JEF and the School Site Council (SSC) in programs that support student goals ensures comprehensive and collaborative planning.

Review Independent Study Policy: Evaluating the independent study policy to recapture student absences or hosting Saturday School provides options for addressing attendance concerns.

Leadership Meetings (During the Day): Scheduling leadership meetings during the day ensures effective communication and collaboration among school leaders.

Negotiations (Give and Take in Contract): Engaging in negotiations with a give-and-take approach in contracts fosters positive relations between the district and its staff.

Stronger Communication Between Leadership and Staff: Strengthening communication channels between leadership and staff ensures a transparent and cohesive organizational culture.

Strengthen Anti-Bullying and Anti-Substance Counseling: Reinforcing efforts in anti-bullying and anti-substance counseling contributes to a safe and supportive school environment.

Addressing these opportunities collectively will contribute to the ongoing success and improvement of the Junction Elementary School District.

Finally, we identified multiple threats under our strategic plan. They are as follows:

Competition from Other Educational Institutions:
The presence of competition from Charter Schools, private schools, and alternative education options poses a challenge in retaining students within the district.

Natural Disasters:
The potential impact of natural disasters poses a significant challenge, necessitating robust emergency preparedness measures.

Aging Infrastructure:
Dealing with aging infrastructure is a challenge that requires strategic planning for maintenance and modernization.

Reputation Management:
Addressing rumors and managing the district's reputation is a challenge that requires proactive communication and community engagement.

Increased K-8 Enrollment and Lower Preschool Enrollment:
The decline in enrollment and lower preschool enrollment poses challenges in terms of resource allocation and maintaining program viability.
Retention of Quality Management:
The potential loss of effective management poses a challenge in maintaining stability and effective leadership.
Balanced and Sustainable Budget:
Achieving and maintaining a balanced and sustainable budget is a continuous challenge, requiring careful financial management.
Budget Planning for Long-Term Sustainability:
Planning for long-term financial sustainability is a challenge that involves navigating various fiscal considerations and ensuring alignment with educational goals.
Effective Communication: The need for improved communication, especially regarding staff-to-student ratios, instructional aide hours, and combo classes, represents a challenge that requires clear policies and transparent dialogue.

Addressing these challenges and capitalizing on the identified opportunities will be essential for the Junction Elementary School District's continued success and growth.

In the final strategic planning meeting, the Governing Board prioritized and identified short term and long term goals to focus their efforts and resources on.

Prioritized areas of opportunities, weaknesses & threats using a 1-6 rating with 1 being the top priority are as follows:

Short Term Actions
Administration Model & Expectations 1
Academic Achievement (professional development, interventions) 4
Positive Relations/Effective Communications (staff climate, marketing) 3
Facilities 5
Budget/Negotiations 2
Parent Engagement 6

Long Term Actions
Administration Model & Expectations 6
Academic Achievement (professional development, interventions) 1
Positive Relations/Effective Communications (staff climate, marketing) 2
Facilities 4
Budget/Negotiations 3
Parent Engagement 5

Using this process has provided the Governing Board, staff and new administration with a road map necessary to continue providing our students with a quality education.

The Governing Board has worked closely with the Superintendent to develop a strategic plan, separate from the LCAP, with both short and long term actions.

Red Performance Student Groups-Junction is a single school district.
Chronic Absenteeism
Low income students 28.10%
Students with disabilities 33.10%
White students   21.90%

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
Teachers	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community. We eliminated multiple goals and streamlined the LCAP to include one broad goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report.

Educational Partner(s)	Process for Engagement
	Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan.
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. We engage regularly with local organizations to connect our families to local resources.Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.

Educational Partner(s)	Process for Engagement
District bargaining units	We received feedback through staff, student and parent/community surveys. We also received feedback from the School Site Council and staff meetings that are made up of bargaining unit members. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Parents/Community	We received feedback through parent/community surveys, School Site Council, and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board's actions and decisions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan.
Governing Board/Public	The Governing Board held strategic planning sessions in August, January and February to develop the new 2024-2027 Local Control Accountability Plan and a 4 page Superintendent goal page. They reviewed CAASPP data, local parent/staff/student surveys, CA School Dashboard data, attendance data, enrollment data, facilities data, the first and second interim budget, negotiations data, credentialing data, current programs, and goals/actions in the previous LCAP. The Board used the Strengths, Weaknesses, Opportunities and Threats (SWOT) protocol and prioritized short and long term actions. These actions will

Educational Partner(s)	Process for Engagement
	be placed in a separate document from the LCAP for the Board and Superintendent to review each month in order to evaluate the progress and adjust as needed. Some of these actions will show up in the LCAP.
	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities.
	Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.
	Annual presentation of the CA School Dashboard results and the CAASPP results.
	Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.
	Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students.
	The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.
	Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.
	Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 18, 2024 to

Educational Partner(s)	Process for Engagement
	review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 20, 2024.
SELPA	Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the SELPA for review and feedback.

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

The adopted LCAP was influenced by the following feedback:

Teachers-no additional actions were added to the LCAP based on feedback.
Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document

useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

We have also added actions to support our students in the red performance level as required by ED Code. Additionally, we decided to refine our plan by including our federal funds and the funds that support unduplicated student groups and will eliminate any other funds to simplify the plan.

Other school personnel-no additional actions were added to the LCAP based on feedback.
District bargaining units-The District, in conjunction with the Junction Teachers Association has dramatically increased the number of clubs it is willing to fund. (This is included in the Expanded Learning Opportunity Plan.)
Parents/Community-The District, working with food service staff and available funding will be adding updated equipment to the school kitchen and has emphasized the desire from parents to see and hear about healthy, appealing food choices.
Students-no additional actions were added to the LCAP based on feedback.
Governing Board/Public- It was decided by the Board that the LCAP will capture actions that contribute to the Low Income, Foster Youth and English learners as required in ED Code. After feedback from the staff, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP. The District is considering placing a ballot measure on the November Election to address facility concerns.
* SELPA-the plan was submitted to the SELPA but no changes were requested.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Mission of the Junction School District, in partnership with student, family, and community, is to professionally promote excellence, achievement, and self-worth, empowering students to be life-long learners and responsible citizens in our changing world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes. The Governing Board held three strategic planning sessions to reflect and set a clear path going forward. They identified the following areas to focus on: Student achievement, positive relations (communications/family engagement/marketing), and Operations (Facilities/Finance/Negotiations/Transportation/Safety). The Superintendent developed a 4 page working document that captures the Boards priorities. This document will be used monthly to identify the progress with the priorities.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Additionally, we decided to refine our plan by including federal funds and the funds that support unduplicated student groups and will eliminate any other funds to simplify the plan. We are trying to keep out all ELO-P funds, federal funds, and Prop 28 funding as it makes the plan more complex.

The Board used the Strengths, Weaknesses, Opportunities and Threats (SWOT) protocol and prioritized short and long term actions. These actions will be placed in a separate document from the LCAP for the Board and Superintendent to review each month in order to evaluate the progress and adjust as needed. Some of these actions will show up in the LCAP.

We strive to develop in all students the skills to maximize their academic potential, social abilities and personal fitness so that students will demonstrate continuous progress using a variety of instructional approaches measured by both formal and informal assessments throughout the year. Students who need assistance receive the benefits of available resources to reach their individual potential in all curricular areas.

We believe that every child is able to learn with quality instruction, time, and support. We ensure this happens by providing family centered school culture, academic support for students in reading and math, and up-to-date curriculum in all subjects.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance CAASPP English Language Arts	2022-2023 CA School Dashboard Yellow progress indicator 9.9 points above standard Declined 4.8 Points			CA School Dashboard Blue progress indicator 60.45% students met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56.39%students met or exceeded standards in English language arts. 3rd Grade -65.22% 4th Grade -65.00% 5th Grade -74.42% 6th Grade -38.46% 7th Grade -36.67% 8th Grade -48.27%			standards in English language arts 3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%	
1.2	Student performance CAASPP Mathematics	2022-2023 CA School Dashboard Green progress indicator 11 points above standard Increased 4.6 Points 60.45% students met or exceeded standards in mathematics. 3rd Grade -73.91% 4th Grade -67.50% 5th Grade -58.54% 6th Grade -53.84% 7th Grade -53.33% 8th Grade -48.28%			CA School Dashboard Blue progress indicator 60.45% students met or exceeded standards in mathematics. 3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%	
1.3	Student performance CAASPP Science	2022-2023 52.78% students met or exceeded standard for science			75% students met or exceeded standard for science	
1.4	Student performance	2022-2023 No Performance Color			CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Progress Assessment for California Proficiency	Less than 11 students - data not displayed for privacy			Blue performance level indicator	
1.5	Student performance English Learners Reclassification Rate	2022-2023 No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard Blue performance level indicator	
1.6	Student Attendance Rates	2022-2023 88% attendance rate as of March 22, 2024			98% or higher attendance rate	
1.7	Student Chronic Absenteeism Rate	2022-2023 CA School Dashboard Orange performance level indicator 20.1% students are chronically absent Declined by 1.5% Junction Elementary School Data Chronic Absenteeism Low income students 28.10% Students with disabilities 33.10% White students 21.90%			CA School Dashboard Blue performance level indicator Less than 3% of students are chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop outs			Maintain 0% middle school drop outs	
1.9	Student Suspension Rates	2022-2023 CA School Dashboard Orange performance indicator 3% suspended at least one day Increased 1.2%			CA School Dashboard Blue performance level indicator Less than 1% of students are suspended at least one day	
1.10	Student Expulsion Rates	2022-2023 0% expulsions			Maintain 0% expulsions	
1.11	Teacher Credentialing (This information can be found in the Local Indicator Report that accompanies the LCAP)	2023-2024 18Clear Credentials 1 out of field 3 Interns 0 ineffective 0 Incomplete 0 Unknown 0 N/A			100% of credentialed teachers with clear credentials	
1.12	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials, parent engagement, etc.)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling/Response to Intervention	Provide mental health counseling for students as referred by teacher, parents, administration, Student Study Team or School Attendance Review Board. Provide academic support and college/career readiness skills to students and staff. Including Social Emotional Learning, Drug, Alcohol, Tobacco education, cessation and bullying prevention, (Tier I No cost through SCOE Prop99/56 and Tier 2/LCAP ~$2000 to participate with Foothill in their Peer Mentoring presentations/engagement opportunities with middle schoolers at Junction. Services and other operating expenditures-Counseling services	$68,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Books and supplies- student incentives		
1.2	Interventions	Support for at-risk students. Prioritize intervention and differentiated instruction within our classrooms. Provide small group instruction for English language arts and mathematics in 6-8 grade classrooms. Purchase supplemental materials to support intervention and differentiated instruction. Services and other operating expenditures- software Books and supplies-instructional materials Certificated staff-salaries and benefits Services and other operating expenditures-provide small group instruction	$101,694.00	Yes
1.3	Interventions	Students identified as needing additional academic support (as monitored by Aimsweb and STAR assessments) will receive targeted instruction 30 minutes per day. Books and supplies- technology/curriculum and interventions materials Services and other operating expenditures-Software (Program 1001)	$4,350.00	Yes
1.4	After School Tutoring	Students will have the opportunity to access tutoring and homework help after school. After School staff will provide tutoring and homework assistant. Certificated staff-salary and benefits	$5,891.00	Yes
1.5	Instructional Aides	Maintain aide time to support the needs of unduplicated students based on identified need. Classified Salary and benefits	$21,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Foster Youth Services & Homeless Youth Services	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Hygiene kids Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.	$500.00	Yes
1.7	English Learners	We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English	$3,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol.		
1.8	Professional Development & Curriculum Adoptions	Provide ongoing professional development for teachers using the newly adopted curriculum. Social Emotional Learning-First 5/Restorative Practice Circles Leader in Me Peaceful Playgrounds Fred Jones Classroom Management Capturing Kids Hearts for new staff members or staff members that need a reboot SIPPS for primary staff & Getting Reading RIght Math engagement strategies	$34,583.00	Yes
1.9	Special Education/Students with Disabilities	Special Education Teachers General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring	$91,478.00	No

Action #	Title	Description	Total Funds	Contributing
		Alternatives to suspension including a structured day and restorative chats/projects. Students with disabilities that have committed a suspendable offense will be redirected through the Behaviorist, provided access to the refocus room and a structured day. They will also receive one on one support from staff members.		
1.10	Federal Funds	We are a single school district and are required to have our Title Funds in our LCAP. Title I funds - Classroom Intervention and Aide Support Title II funds - Professional Development/Induction Program Title IV funds - Lexia Software	$61,674.00	No
1.11	Broad Course of Study	Physical Education Teacher Visual and Performing Arts Electives-books & supplies Electives-Band, PE, Science Technology Engineering and Mathematics (STEM), College Career, and intervention class based on identified area of need Field trip entrance fees/transportation Athletics	$83,832.00	No
1.12	Parent Engagement	Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education.	$10,308.00	No

Action #	Title	Description	Total Funds	Contributing
		Recruit more Parent Club members Provide food and childcare for parents at school events to increase family engagement.		
1.13	Red Performance Area Chronic Absenteeism	Our assistant principal will work closely with the Attendance Clerk and the counselor to identify students who are chronically absent. Goal set with students who are at risk of being chronically absent and offer small incentives School wide- Classroom incentives for attendance School principal will meet with family to discuss concerns about attendance Attendance campaign through parent notifications Independent Study contracts for students who are missing three or more days of school After school or Saturday School attendance/work make-up	$28,886.00	No
1.14	Facilities Upgrades	Facility Projects-routine maintenance and long term maintenance projects The District is considering a bond measure to update facilities. The District, working with food service staff and available funding will be adding updated equipment to the school kitchen and has emphasized the desire from parents to see and hear about healthy, appealing food choices.	$89,644.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$239,712.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.956%	0.000%	$0.00	5.956%

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:** Counseling/Response to Intervention **Need:** Support for at risk students with behaviors **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs	Suspension Rate

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
1.2	**Action:** Interventions **Need:** Academic support/differentiated instruction **Scope:** 　LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs	CAASPP English language arts CAASPP mathematics
1.3	**Action:** Interventions **Need:** Academic support/differentiated instruction **Scope:** 　LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs	CAASPP English language arts
1.4	**Action:** After School Tutoring **Need:** Small group instruction to support at-risk students **Scope:** 　LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	CAASPP English language arts CAASPP mathematics
1.5	**Action:** Instructional Aides **Need:** One on one support and small group support for students at-risk of failing	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	CAASPP English language arts CAASPP mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Foster Youth Services & Homeless Youth Services **Need:** Support for Homeless & Foster Youth Students to remove barriers keeping them from engaging in school. **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	Chronic absenteeism CAASPP Math CAASP English language arts
1.8	**Action:** Professional Development & Curriculum Adoptions **Need:** CAASPP scores show a need to increase students that are at or above standard. **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	Suspension Rates Chronic Absenteeism Rate CAASPP English language arts CAASPP mathematics

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** English Learners **Need:** Increase proficiency **Scope:** Limited to Unduplicated Student Group(s)	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs. We currently have 4 English learners and want to ensure they are making progress in English.	English language proficiency indicator English language reclassification rate

Additional Concentration Grant Funding

Not applicable

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	1:5	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 certificated staff providing direct services to students	1:20	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,024,500.00	$239,712.00	5.956%	0.000%	5.956%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$362,738.00	$91,478.00	$89,644.00	$61,674.00	$605,534.00	$500,662.00	$104,872.00

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	Counseling/Response to Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$0.00	$68,000.00	$68,000.00				$68,000.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$96,030.00	$5,664.00	$101,694.00				$101,694.00	
1	1.3	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$4,350.00	$4,350.00				$4,350.00	
1	1.4	After School Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,891.00	$0.00	$5,891.00				$5,891.00	
1	1.5	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$21,011.00	$0.00	$21,011.00				$21,011.00	
1	1.6	Foster Youth Services & Homeless Youth Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$0.00	$500.00	$500.00				$500.00	
1	1.7	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$3,683.00	$0.00	$3,683.00				$3,683.00	
1	1.8	Professional Development & Curriculum Adoptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$29,583.00	$5,000.00	$34,583.00				$34,583.00	

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	1.9	Special Education/Students with Disabilities	Students with Disabilities	No			All Schools	On-going	$91,478.00	$0.00		$91,478.00			$91,478.00	
1	1.10	Federal Funds	Students who are at-risk academically and socially	No			All Schools	On-going	$48,316.00	$13,358.00				$61,674.00	$61,674.00	
1	1.11	Broad Course of Study	All	No			All Schools	On-going	$78,832.00	$5,000.00	$83,832.00				$83,832.00	
1	1.12	Parent Engagement	All	No			All Schools	On-going	$9,808.00	$500.00	$10,308.00				$10,308.00	
1	1.13	Red Performance Area Chronic Absenteeism	Students with Disabilities Low income students and White students	No			All Schools	2024-2025	$26,386.00	$2,500.00	$28,886.00				$28,886.00	
1	1.14	Facilities Upgrades	All	No			All Schools	On-going	$89,644.00	$0.00			$89,644.00		$89,644.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,024,500.00	$239,712.00	5.956%	0.000%	5.956%	$239,712.00	0.000%	5.956 %	**Total:**	$239,712.00
								LEA-wide Total:	$236,029.00
								Limited Total:	$3,683.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling/Response to Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	$68,000.00	
1	1.2	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,694.00	
1	1.3	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,350.00	
1	1.4	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,891.00	
1	1.5	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,011.00	
1	1.6	Foster Youth Services & Homeless Youth Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$500.00	
1	1.7	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,683.00	

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	1.8	Professional Development & Curriculum Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,583.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,205,333.00	$1,329,983.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Counseling/Response to Intervention	Yes	$35,600.00	$38,513.22
1	1.2	Signage for Positive Behavior Intervention Supports	No	$250.00	$0.00
1	1.4	Web Page and Automated dialer	No	$9,834.00	$11,740.63
1	1.7	Communications and Relationships	No	$25,093.00	$25,111.63
1	1.8	Communication	No	$4,925.00	$6,007.66
1	1.9	Surveys	No	$250.00	$270.75
1	1.10	Surveys	No	$0.00	$0.00
1	1.11	Online account management software for cafeteria and after school programs to increase communication.	No	$3,938.00	$4,835.59
1	1.12	Parent Engagement	No	$250.00	$2,000.00
1	1.14	Target Chronically Absent StudentsResponse to Intervention	No	$0.00	$0.00
2	2.1	Physical Education	Yes	$79,258.00	$78,901.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Interventions	Yes	$199,288.00	$198,822.64
2	2.3	Interventions	No	$72,061.00	$63,531.28
2	2.4	Interventions	No	$3,165.00	$1,487.32
2	2.5	Broad Course of Study	No	$40,490.00	$43,096.98
2	2.6	After School Tutoring	Yes	$6,130.00	$9,239.51
2	2.7	Instructional Aides	Yes	$142,509.00	$225,258.84
2	2.8	Foster Youth and Homeless Youth	No	$250.00	$1,100.00
2	2.9	English Learner	No	$2,206.00	$0.00
2	2.10	Curriculum	No	$15,000.00	$14,921.84
2	2.12	Aeries gradebook	No	$2,700.00	$2,795.10
2	2.13	Special Education	No	$320,921.00	$324,844.01
3	3.1	Teacher Credentialing	No	$4,586.00	$4,753.36
3	3.2	Standards Based Curriculum	No	$15,000.00	$17,828.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Implementation of English Language Arts/English Language Development, Math, NGSS and Social Studies standards and assessments	No	$900.00	$900.00
3	3.6	Mountain Valley Education Consortium & Leading Learning Network	No	$3,000.00	$1,950.00
3	3.9	Professional Development/Curriculum	Yes	$28,819.00	$29,122.11
3	3.10	Professional Development-Classified	No	$3,500.00	$8,133.49
4	4.1	Facilities	No	$31,647.00	$55,058.16
4	4.3	Yard Duty Supervisors	No	$55,409.00	$61,407.40
4	4.6	Facilities Projects	No	$14,121.00	$14,121.00
4	4.8	Budget	No	$73,114.00	$73,111.50
4	4.9	Negotiations	No	$10,064.00	$10,064.10
4	4.10	LCAP Plan Development	No	$1,055.00	$1,055.14

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$226,304.00	$379,696.00	$469,852.30	($90,156.30)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling/Response to Intervention	Yes	$35,600.00	$38,513.22		
2	2.1	Physical Education	Yes	$79,258.00	$78,901.74		
2	2.2	Interventions	Yes	$87,380.00	$88,816.88		
2	2.6	After School Tutoring	Yes	$6,130.00	$9,239.51		
2	2.7	Instructional Aides	Yes	$142,509.00	$225,258.84		
3	3.9	Professional Development/Curriculum	Yes	$28,819.00	$29,122.11		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,754,530.00	$226,304.00	0.00%	6.027%	$469,852.30	0.000%	12.514%	$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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o 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.

- o 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.

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

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.

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

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

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

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

  - o Professional development for teachers.

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

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

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

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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