

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Jerusalem Elementary Charter School

CDS Code: 39-68627-0117796

School Year: 2024-25

LEA contact information:

Don Patzer

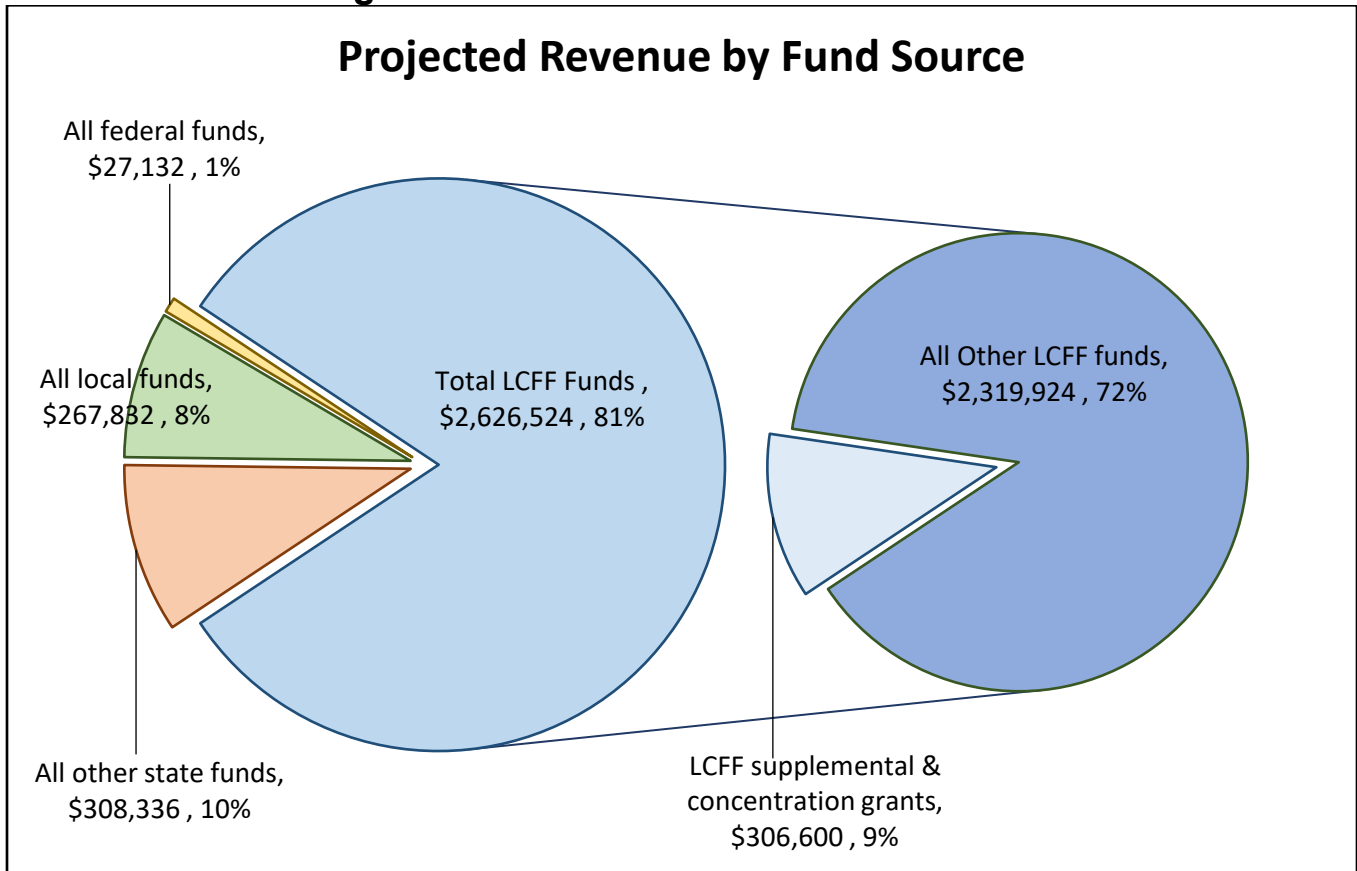
Director of Ed. Services

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

Budget Overview for the 2024-25 School Year

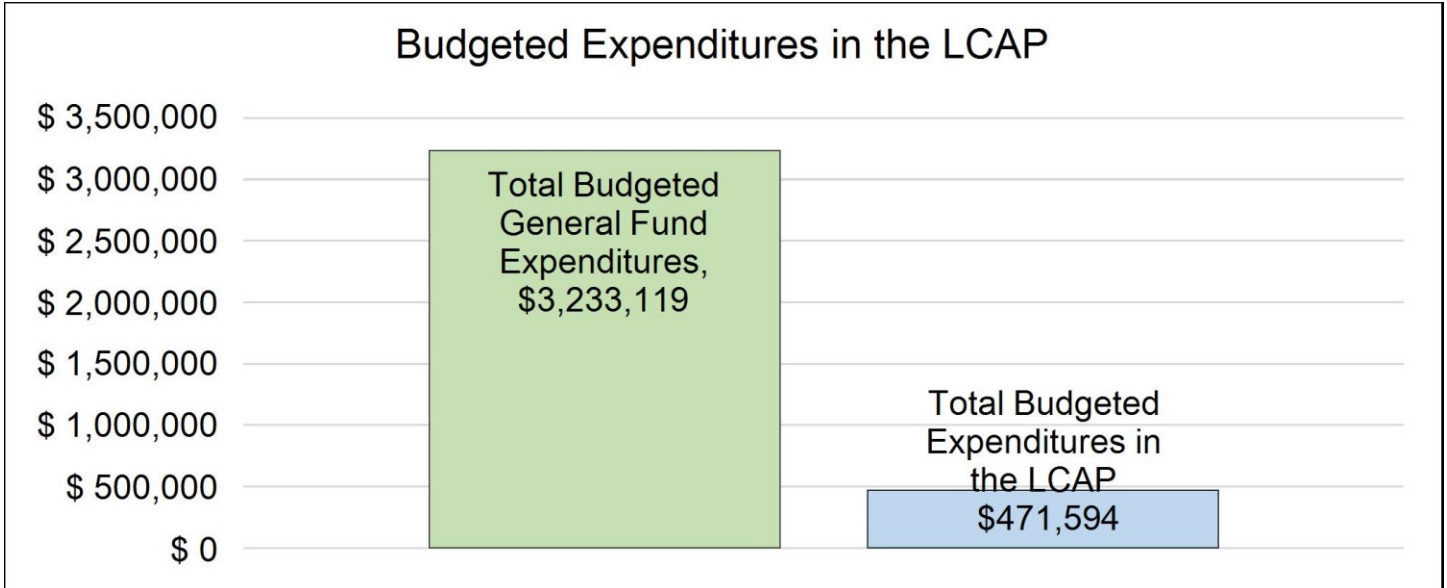


This chart shows the total general purpose revenue New Jerusalem Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Jerusalem Elementary Charter School is \$3,229,824, of which \$2,626,524 is Local Control Funding Formula (LCFF), \$308,336 is other state funds, \$267,832 is local funds, and \$27,132 is federal funds. Of the \$2,626,524 in LCFF Funds, \$306,600 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: New Jerusalem Elementary Charter School plans to spend \$3,233,119 for the 2024-25 school year. Of that amount, \$471,594 is tied to actions/services in the LCAP and \$2,761,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

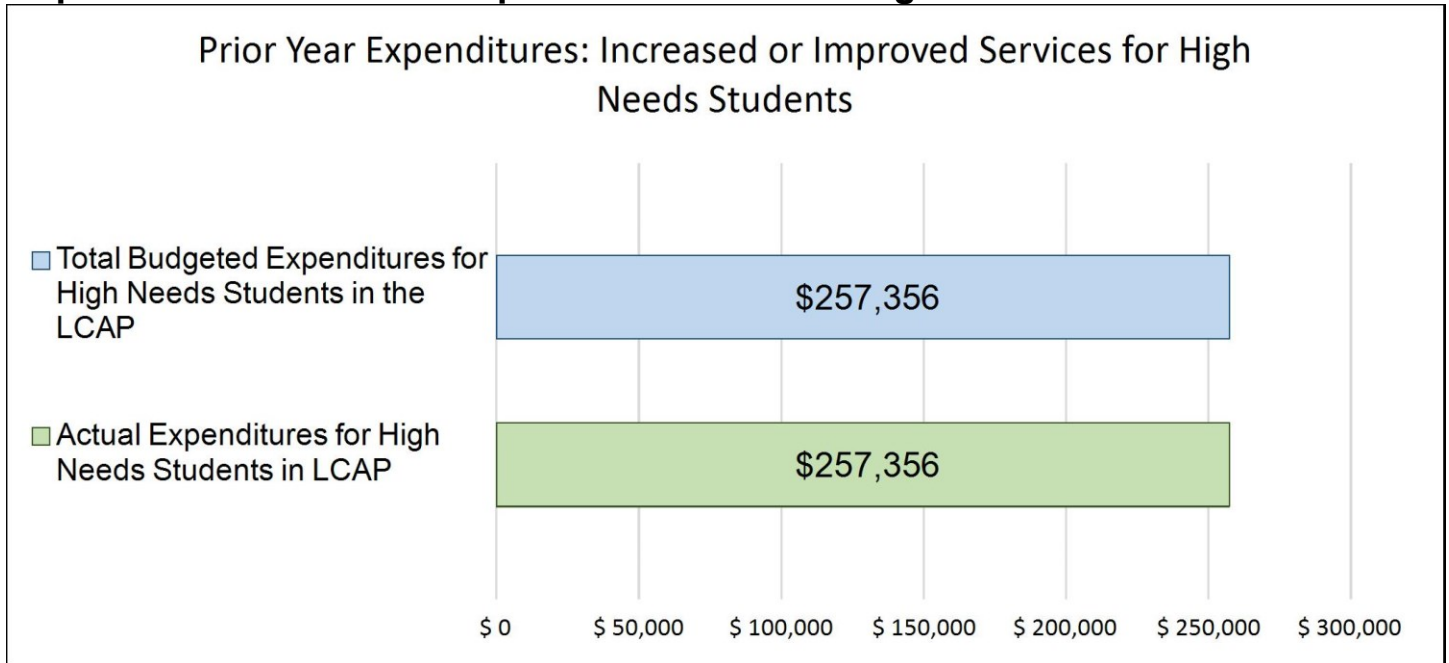
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses and District Infrastructure expenses.

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

In 2024-25, New Jerusalem Elementary Charter School is projecting it will receive \$306,600 based on the enrollment of foster youth, English learner, and low-income students. New Jerusalem Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. New Jerusalem Elementary Charter School plans to spend \$471,594 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, New Jerusalem Elementary Charter School's LCAP budgeted \$257,356 for planned actions to increase or improve services for high needs students. New Jerusalem Elementary Charter School actually spent \$257,356 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
New Jerusalem Elementary Charter School	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.636. ext. 2391

Goals and Actions

Goal

Goal #	Description
1	All students will improve their academic achievement in order to meet and / or exceed grade level standards to graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a. Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching.	100% (2020-21 CALPADS)	100% (2021-2022 SARC)	64% (2022-2023 CalSAAS)	63% (2023-2024 CalSAAS)	100% (CalSAAS)
1b. Percentage of Pupils who have sufficient access to standards-aligned instructional materials.	100% (2020-21 Board Resolution No. 21-0811A dated August 11, 2020)	100% (2021-2022 Board Resolution No.22-0914B dates September 14, 2021)	100% (August 30, 2022 Williams Act Site Visit)	100% (August 28, 2023 Williams Act Site Visit)	100% (Board Resolution)
1c. Percentage of School Facilities maintained and in good repair.	100% (2020-2021 FIT Tool)	100% (2021-2022 FIT Tool)	100% (2022-2023 FIT Tool)	100% (2023-24 FIT Tool)	100% (FIT Tool)
2a. LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Academic and Performance Standards including how programs and services will enable English Learners to access the CC academic content standards and ELD Standards.</p> <p>(Local Indicator, LCFF Priority 2 Self - Reflection Tool)</p> <p>Rating Scale (lowest to highest):</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---5 ELD: ---4 Mathematics: ---5 Next Gen. Science Standards ---3 History-Social Science: ---2</p> <p>LCFF Priority 2/ Question #2 -</p> <p>Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---3</p>	<p>professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---3 History-Social Science: ---3</p> <p>LCFF Priority 2 / Question #2 -</p> <p>Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---4</p>	<p>professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---4 ELD: ---4 Mathematics:---3 Next Gen. Science Standards: ---3 History-Social Science: ---3</p> <p>LCFF Priority 2 / Question #2 -</p> <p>Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---4 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---3</p>	<p>professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---4 ELD: ---4 Mathematics:---3 Next Gen. Science Standards: ---3 History-Social Science: ---3</p> <p>LCFF Priority 2 / Question #2 -</p> <p>Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---4 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4.</p>	<p>professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen Science Standards: ---5 History-Social Science: ---5</p> <p>LCFF Priority 2/ Question #2 -</p> <p>Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen Science Standards: ---5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	History-Social Science: ---2	History-Social Science: ---3	History-Social Science: ---4		History-Social Science:---5
4a. Statewide/ Local Assessments (Local Indicator) - Percentage of students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) assessment	<p>5% Annual Increase Meets or Exceeds Standard</p> <p>2020-21 NWEA Data results</p> <p>Spring 2021 Growth Math Assessments</p> <p>1st Grade Meet or Exceed Grade Standard = 21% Mean RIT = 168.6</p> <p>2nd Grade Meet or Exceed Grade Standard = 57% Mean RIT = 195.6</p> <p>3rd Grade Meet or Exceed Grade Standard = 6% Mean RIT = 187.9</p> <p>4th Grade</p>	<p>2021-22 NWEA Data results</p> <p>Spring 2022 Growth Math Assessments</p> <p>1st Grade Meet or Exceed Grade Standard = 61% Mean RIT = 176.3</p> <p>2nd Grade Meet or Exceed Grade Standard = 68% Mean RIT = 189.2</p> <p>3rd Grade Meet or Exceed Grade Standard = 80% Mean RIT = 198.3</p> <p>4th Grade Meet or Exceed Grade Standard = 30% Mean RIT = 191.5</p>	<p>2022-2023 NWEA Data results</p> <p>Winter 2023 Growth Math Assessments</p> <p>3rd Grade Meet or Exceed Grade Standard = 38% Mean RIT =183</p> <p>4th Grade Meet or Exceed Grade Standard =24% Mean RIT = 193.2</p> <p>5th Grade Meet or Exceed Grade Standard = 4% Mean RIT = 193.5</p> <p>6th Grade Meet or Exceed Grade Standard = 23% Mean RIT = 206.8</p> <p>7th Grade</p>	<p>2023-2024 NWEA Data results</p> <p>Spring 2024 Growth Math Assessments</p> <p>1st Grade Meet or Exceed Grade Level = 20.00% Mean RIT = 172.7</p> <p>2nd Grade Meet or Exceed Grade Level = 72.0% Mean RIT = 197.2</p> <p>Winter 2024 Growth Math Assessments (Latest data for the current school year)</p> <p>3rd Grade Meet or Exceed Grade Level = 22.0% Mean RIT = 184.3</p> <p>4th Grade Meet or Exceed Grade Level = 00.0% Mean RIT = 189.1</p>	<p>90% Overall 3-8 Meets or Exceeds Standard in both Reading/ELA and Math in Winter Term</p> <p>90% Overall K-2 Meets or Exceeds Standard in both Reading/ELA and Math in Spring Term</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Meet or Exceed Grade Standard = 14% Mean RIT = 198.3</p> <p>5th Grade Meet or Exceed Grade Standard = 3% Mean RIT = 199.4</p> <p>6th Grade Meet or Exceed Grade Standard = 14% Mean RIT = 211.3</p> <p>7th Grade Meet or Exceed Grade Standard = 10% Mean RIT = 213.5</p> <p>8th Grade Meet or Exceed Grade Standard = 9% Mean RIT = 218.6</p> <p>May 2021 (Spring Term) MAP Reading Fluency assessments of Students that Met or Exceeded grade level Standard</p> <p>Foundational Skills</p>	<p>5th Grade Meet or Exceed Grade Standard = 11% Mean RIT = 197.9</p> <p>6th Grade Meet or Exceed Grade Standard = 33% Mean RIT = 212.2</p> <p>7th Grade Meet or Exceed Grade Standard = 22% Mean RIT = 211</p> <p>8th Grade Meet or Exceed Grade Standard = 19% Mean RIT = 213.5</p> <p>May 2022 (Spring Term) MAP Reading Fluency assessments of Students that Met or Exceeded grade level Standard</p> <p>Foundational Skills</p> <p>Phonological Awareness</p>	<p>Meet or Exceed Grade Standard = 25% Mean RIT = 212.7</p> <p>8th Grade Meet or Exceed Grade Standard = 21% Mean RIT = 211.6</p> <p>Spring 2023 Growth Math Assessments</p> <p>1st Grade Meet or Exceed Grade Standard = 28% Mean RIT = 168</p> <p>2nd Grade Meet or Exceed Grade Standard = 48% Mean RIT = 186</p> <p>Winter 2023 Growth Reading Assessments</p> <p>26% Annual Increase Meets or Exceeds Growth Reading Assessments</p> <p>4th Grade</p>	<p>5th Grade Meet or Exceed Grade Level = 04.0% Mean RIT = 202.3</p> <p>6th Grade Meet or Exceed Grade Level = 00.0% Mean RIT = 199.6</p> <p>7th Grade Meet or Exceed Grade Level = 22.0% Mean RIT = 214.0</p> <p>8th Grade Meet or Exceed Grade Level = 09.0% Mean RIT = 216.6</p> <p>Spring 2024 MAP Reading Fluency Assessments</p> <p>1st Grade Oral Reading Meet or Exceed Grade Level = 33%</p> <p>2nd Grade Oral Reading Meet or Exceed Grade Level = 29%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Phonological Awareness 1st Grd.---0% 2nd Grd.---0% 3rd Grd.---0%	1st Grd.---0% 2nd Grd.---0% 3rd Grd.---0%	Meet or Exceed Grade Standard = 23% Mean RIT = 183.7	Winter 2024 Growth ELA Assessments (Latest data for the current school year)	
	Phonics/ Word Recognition 1st Grd.---0% 2nd Grd.---0% 3rd Grd.---0%	Phonics/ Word Recognition 1st Grd.---0% 2nd Grd.---0% 3rd Grd.---0%	5th Grade Meet or Exceed Grade Standard = 23% Mean RIT = 188.2	3rd Grade Meet or Exceed Grade Level = 22.0% Mean RIT = 180.1	
	Listening Comprehension 1st Grd.---68% 2nd Grd.---90% 3rd Grd.---85%	Listening Comprehension 1st Grd.---68% 2nd Grd.---36% 3rd Grd.---18%	6th Grade Meet or Exceed Grade Standard = 49% Mean RIT = 205	4th Grade Meet or Exceed Grade Level = 23.0% Mean RIT = 183.0	
	Picture Vocabulary 1st Grd.---68% 2nd Grd.---90% 3rd Grd.---77%	Picture Vocabulary 1st Grd.---55% 2nd Grd.---36% 3rd Grd.---12%	7th Grade Meet or Exceed Grade Standard = 12% Mean RIT = 200.2	5th Grade Meet or Exceed Grade Level = 16.0% Mean RIT = 198.8	
	Oral Reading Skills 1st Grd.---18% 2nd Grd.---9% 3rd Grd.---24%	Oral Reading Skills 1st Grd.---18% 2nd Grd.---9% 3rd Grd.---24%	8th Grade Meet or Exceed Grade Standard = 26% Mean RIT = 204.6	6th Grade Meet or Exceed Grade Level = 06.0% Mean RIT = 197.8	
	Oral Reading Fluency 1st Grd.---50% 2nd Grd.---34% 3rd Grd.---31%	Oral Reading Fluency 1st Grd.---50% 2nd Grd.---34% 3rd Grd.---31%	May 2023 (Spring Term) MAP Reading Fluency assessments of Students that Met or Exceeded grade level Standard	7th Grade Meet or Exceed Grade Level = 25.0% Mean RIT = 208.6	
	Spring 2021 Growth Reading Assessments	Spring 2022 Growth Reading Assessments 23% Annual Increase Meets or Exceeds		8th Grade Meet or Exceed Grade Level = 09.0% Mean RIT = 209.8	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5% Annual Increase Meets or Exceeds Standard	Growth Reading Assessments	Foundational Skills		
	4th Grade Meet or Exceed Grade Standard = 14% Mean RIT = 193.2	4th Grade Meet or Exceed Grade Standard = 32% Mean RIT = 208.5	Phonological Awareness 1st Grd.--- 0% 2nd Grd.---N/A		
	5th Grade Meet or Exceed Grade Standard = 16% Mean RIT = 198	5th Grade Meet or Exceed Grade Standard = 25% Mean RIT = 201.4	Phonics/ Word Recognition 1st Grd.---0% 2nd Grd.---N/A%		
	6th Grade Meet or Exceed Grade Standard = 16% Mean RIT = 203.1	6th Grade Meet or Exceed Grade Standard = 39% Mean RIT = 205.5	Listening Comprehension 1st Grd.---37.9% 2nd Grd.---16%		
	7th Grade Meet or Exceed Grade Standard = 17% Mean RIT = 207.4	7th Grade Meet or Exceed Grade Standard = 31% Mean RIT = 193.9	Picture Vocabulary 1st Grd.---51.7% 2nd Grd.---16%		
	8th Grade Meet or Exceed Grade Standard = 19% Mean RIT = 214.3	8th Grade Meet or Exceed Grade Standard = 31% Mean RIT = 189.2	Oral Reading Skills Oral Reading Fluency 1st Grd.---10.3% 2nd Grd.---16%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4e. Percentage of English Learner students who make progress toward English proficiency	65% Annual progress (2018-2019 Summative ELPAC Scores 2019-2020 Summative ELPAC Scores)	77% Annual Progress (2020-2021 Summative ELPAC Scores)	57.70% (2022 Dashboard)	88% (2023 Dashboard)	100% Annual Progress (Summative ELPAC scores)
4f. Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient	0% (2020-2021 District Reclassification Criteria)	1.44% (1 Student) (2021-2022 District Reclassification Criteria)	15.30% (11 Students) (2022-2023 District Reclassification Criteria)	10.1% (5 Students) (2023-2024 District Reclassification Criteria)	5 Students Annually (District Reclassification Criteria)
7a. Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC Section 51210 and EC Section 51220	100% (2020-2021 Master Schedules and Course Offerings)	100% (2021-2022 Master Schedule, SIS, Beyond SST, CALPADS, Clever)	100% (2022-2023 Master Schedule, SIS, CALPADS, Clever)	100% (2023-2024 Master Schedule, SIS, CALPADS)	100% (Master Schedule, SIS, CALPADS, Clever)
7b. Programs/Services developed and provided to unduplicated pupils	100% (2020-2021 Schedules, class lists, CALPADS)	100% (2021-2022 Schedules, class lists, CALPADS)	100% (2022-2023 Schedules, Class Lists, CALPADS)	100% (2023-2024 Schedules, Class Lists, CALPADS)	100% (Schedules, Class Lists, CALPADS)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7c. Programs/Services developed and provided to individuals with exceptional needs.	100% (2020-2021 were provided Schedules, SEIS, Beyond SST, CALPADS)	100% (2021-2022 were provided Schedules, SEIS, Beyond SST, CALPADS)	100% (2022-2023 were provided Schedules, SEIS, CALPADS)	100% (2023-2024 were provided Schedules, SEIS, CALPADS)	100% (Schedules, SEIS, CALPADS)
8a. Other Pupil Outcomes - Students have access to all adopted course of study	100% (2020-2021 Clever)	100% (2021-2022 Clever)	(2022-2023 were provided Schedules, SEIS, CALPADS)	(2023-2024 were provided Schedules, SEIS, CALPADS)	100% access (Clever)

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.

Planned Action 1.2 Assessment Planning- Assessment systems, training, and implementation have been provided, including for English Learners, Foster Youth, and Low-Income students. A District Data Systems Analyst has been assigned to assist the Director of Data Systems and Oversight with the daily requirements of multiple data systems. The Formative Assessment Plan was developed to incorporate the Dibels Assessment tool.

Planned Action 1.3 Intervention/Remediation- Interventions were implemented for students requiring academic, social/emotional, or behavioral assistance. Staff and parents received training and guidance. Community-based agencies participated in supporting both parents and students. Additionally, support programs were available during summer school, before and after school, and for students at risk of retention, such as Foster Youth, Low-Income, and English Learner students.

Planned Action 1.4 Supplemental Materials and Events-Rewards for attendance, educational trips for students, parent education programs, ELD classes for adults, guest speakers, curriculum enhancements, and student engagement events were all provided.

Planned Action 1.5 ELA/ELD Instruction- The English Learner Coordinator offered support and testing services for students, encouraged parental participation, and ensured that English Learners received 30 minutes of both Integrated and Designated English Language Development instruction from certified and classified staff. Additionally, a curriculum aligned with ELA/ELD standards was made available.

Planned Action 1.6 Certificated/Classified Staffing- Fully Credentialed teachers and instructional support staff were employed. Personnel met State requirements for Operational Services, including Custodial staff.

Planned Action 1.7 Core Curriculum- All students were provided access to print and digital instructional materials that were standards-aligned and adopted by the State Board of Education (SBE).

Planned Action 1.8 Certificated Staffing/Special Education- A Fully Credentialed Teacher in Special Education provided services to meet the needs of all students from their Individual Education Plans and support plans.

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.

Planned Action 1.1 Instructional Training & Compliance- had no material difference

Planned Action 1.2 Assessment Planning- had no material difference

Planned Action 1.3 Intervention/Remediation- had no material difference

Planned Action 1.4 Supplemental Materials and Events- had no material difference

Planned Action 1.5 English Learner/ELA Instruction- had no material difference

Planned Action 1.6 Certificated/Classified Staffing- had no material difference

Planned Action 1.7 Core Curriculum- had no material difference

Planned Action 1.8 Certificated Staffing/Special Education- had no material difference

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

The goal of ensuring that all students improve their academic achievement to meet or exceed grade level standards and graduate college and career ready is supported comprehensively by the data from 8 planned actions. Here's how each planned action and its effectiveness contribute to achieving this overarching goal:

Planned Action 1.1 (Instructional Training & Compliance)

Priority Metric 2a: Implementation of SBE Adopted Academic and Performance Standards

Effectiveness: Aimed to improve professional learning and access to academic content standards. Consistently high ratings in LCFF Priority 2 questions indicate a high level of effectiveness.

Planned Action 1.3 (Intervention/Remediation) and 1.4 (Supplemental Materials and Events)

Priority Metric 4a: Academic Performance in 1st-8th graders

Effectiveness: With interventions aimed at academic, social/emotional, or behavioral support and significant involvement of community-based agencies, this action is effective given the improvement in academic performance in kindergarten, specifically in reading and math, as shown by growth in NWEA scores.

Planned Action 1.5 (English Learner/Instruction)

Priority Metric 2a: Implementation of SBE Adopted Academic and Performance Standards

Priority Metric 4e: English Learner Progress

Effectiveness: 88% of English Learner pupils made progress toward English proficiency consistently across the years, indicating a clear positive impact.

Priority Metric 4f: Reclassification of English Learners

Effectiveness: Significant progress was made from the baseline year to year 2, but there was a decline from year 2 to year 3; however, the action is still deemed effective.

Planned Action 1.6 (Certificated/Classified Staffing)

Priority Metric 1: Teacher Credentials and Assignment

Effectiveness: The percentage of teachers appropriately assigned and fully credentialed was 63% across multiple years, this action was not effective as the New Jerusalem percentages dropped significantly from the previous year. The situation is largely attributed to the school's small size and the current climate for teacher candidates, rather than any fundamental problems within the school itself.

Planned Action 1.7 (Core Curriculum)

Priority Metric 1b: Access to Standards-Aligned Instructional Materials

Effectiveness: Consistent 100% across multiple years shows all students had sufficient access to standards-aligned instructional materials, demonstrating the effectiveness of this action.

Priority Metric 7a: Broad Course of Study

Effectiveness: Consistent 100% across years in providing a broad course of study suggests effectiveness.

Planned Action 1.8 (Certificated Staffing/Special Education)

Priority Metric 1a: Teacher Credentials and Assignment

Effectiveness: Maintained a 100% rate across multiple years for the assignment and credentialing of teachers, indicating successful implementation of this action.

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

The 2024-2025 LCAP marks a strategic shift towards more specific, targeted, and measurable educational outcomes, with a particular focus on younger students and underserved communities. Concentrating on foundational literacy and bolstering support for English learners and students with special needs, the district is dedicated to fostering a more equitable and effective educational landscape. These changes represent a proactive stance in addressing recognized gaps and utilizing data to shape educational tactics, ensuring all students receive the support they need to thrive academically.

Goal 1 from 2023-2024 has been repositioned as Goal 3 in 2024-2025.

Action Changes:

- Increased Attention to English Learners and Special Education: Newly introduced actions cater specifically to the requirements of English learners and students in need of special education, reflecting a more inclusive educational philosophy.
- Strengthened Family Engagement: There is a heightened focus on engaging families, deemed essential for enhancing student outcomes, including more organized opportunities for family participation in school events.
- Data-Informed Interventions: The improved utilization of data systems to track student progress and tailor teaching methods demonstrates a dedication to evidence-based interventions.

Metric Revisions:

- There is a move towards more intricate and precise metrics, especially concerning foundational literacy skills at the kindergarten level, indicating a strategic emphasis on early education.
- Refined Desired Outcomes: The establishment of more detailed outcomes for metrics, such as the proportion of students achieving standards in foundational literacy, shows a commitment to precisely targeted educational measures.

These modifications were largely influenced by data insights highlighting particular areas in need of enhancement, like early-grade literacy rates and the involvement of English learners.

Inputs from families and the broader community significantly influenced the formulation of these actions, highlighting the importance of participatory decision-making in education.

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	Strengthen our participation with families and Educational Partners in a variety of strategic opportunities to deepen family partnerships in order to build engaging and safe learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a. LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement: Section 1: Building Relationships Between School Staff and Families Section 1: Building Relationships Between School Staff and Families - Q #4 Section 3: Seeking Input for Decision Making -Q #9 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 - Full Implementation and Sustainability Q2 - 5 - Full Implementation and Sustainability Q3 - 5 - Full Implementation and Sustainability Q4 - 5 - Full Implementation and Sustainability Section2: Building Partnerships for Student Outcomes	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 - Full Implementation and Sustainability Q2 - 5 - Full Implementation and Sustainability Q3 - 5 - Full Implementation and Sustainability Q4 - 5 - Full Implementation and Sustainability Section2: Building Partnerships for Student Outcomes	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 - Full Implementation and Sustainability Q2 - 5 - Full Implementation and Sustainability Q3 - 5 - Full Implementation and Sustainability Q4 - 5 - Full Implementation and Sustainability Section2: Building Partnerships for Student Outcomes	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 - Full Implementation and Sustainability Q2 - 5 - Full Implementation and Sustainability Q3 - 5 - Full Implementation and Sustainability Q4 - 5 - Full Implementation and Sustainability Section2: Building Partnerships for Student Outcomes	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1- 5 - Full Implementation and Sustainability Q2 -5 - Full Implementation and Sustainability Q3 -5 - Full Implementation and Sustainability Q4 -5 - Full Implementation and Sustainability Section2: Building Partnerships for Student Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 - Full Implementation 5 - Full Implementation and Sustainability	Q5 - 5 - Full Implementation and Sustainability Q6 - 5 - Full Implementation and Sustainability Q7 - 5 - Full Implementation and Sustainability Q8 - 5 - Full Implementation and Sustainability	Q5 - 5 - Full Implementation and Sustainability Q6 - 5 - Full Implementation and Sustainability Q7 - 5 - Full Implementation and Sustainability Q8 - 5 - Full Implementation and Sustainability	Q5 - 5 - Full Implementation and Sustainability Q6 - 5 - Full Implementation and Sustainability Q7 - 5 - Full Implementation and Sustainability Q8 - 5 - Full Implementation and Sustainability	Q5 - 5 - Full Implementation and Sustainability Q6 - 5 - Full Implementation and Sustainability Q7 - 5 - Full Implementation and Sustainability Q8 - 5 - Full Implementation and Sustainability	Q5 -5 - Full Implementation and Sustainability Q6 -5 - Full Implementation and Sustainability Q7 -5 - Full Implementation and Sustainability Q8 -5 - Full Implementation and Sustainability
	Section 3: Seeking Input for Decision - Making	Section 3: Seeking Input for Decision - Making	Section 3: Seeking Input for Decision - Making	Section 3: Seeking Input for Decision - Making	Section 3: Seeking Input for Decision - Making
	Q9 - 5 - Full Implementation and Sustainability Q10 - 5 - Full Implementation and Sustainability Q11 - 5 - Full Implementation and Sustainability Q12 - 5 - Full Implementation and Sustainability	Q9 - 5 - Full Implementation and Sustainability Q10 - 5 - Full Implementation and Sustainability Q11 - 5 - Full Implementation and Sustainability Q12 - 5 - Full Implementation and Sustainability	Q9 - 5 - Full Implementation and Sustainability Q10 - 5 - Full Implementation and Sustainability Q11 - 5 - Full Implementation and Sustainability Q12 - 5 - Full Implementation and Sustainability	Q9 - 5 - Full Implementation and Sustainability Q10 - 5 - Full Implementation and Sustainability Q11 - 5 - Full Implementation and Sustainability Q12 - 5 - Full Implementation and Sustainability	Q9 - 5 - Full Implementation and Sustainability Q10 - 5 - Full Implementation and Sustainability Q11 - 5 - Full Implementation and Sustainability Q12 - 5 - Full Implementation and Sustainability
				(2023 Local Indicator Self Reporting Tool)	(2023 Local Indicator Self Reporting Tool)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5a. School Attendance Rate - The percentage of Students' Average Daily Attendance (ADA)	93% (2020-2021 Attendance Rate, P8, SIS)	94% (2021-2022 Attendance Rate P8, SIS)	95% (2022-2023 Attendance Rate P8, SIS)	94.7% (2023-2024 Attendance Rate P8, SIS)	95% (Attendance Rate, P8, SIS)
5b. Percentage of students identified as Chronically - Absent Students who are absent from school 10% or more for the total number of days that they are enrolled in school.	15% (2018-2019 Chronic Absenteeism Rate, CA Dashboard)	22% (2020-2021, Chronic Absenteeism Rate, DataQuest)	18% (2022 Dashboard)	11.5% (2023 Dashboard)	0% (Dashboard)
5c. Middle School Dropout Rate	0% (2020-2021 Dropout Rate, CALPADS)	0% (2021-2022 Dropout Rate, CALPADS)	0% (2022-2023 Dropout Rate, CALPADS)	0% (2023-2024 Dropout Rate, CALPADS)	0% (CALPADS)
6a. The percentage of students who are Suspended at least once during the academic year.	2% (2019-2020 Pupil Suspension Rate, Dataquest)	4% (2020-2021 Pupil Suspension Rate, DataQuest)	8% (2022 Dashboard)	11.5% (2023 Dashboard)	0% (Dashboard)
6b. Pupil Expulsion Rate - The percentage of students who are expelled from the	0%	0%	0%	0%	0% (CALPADS)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district during the academic year.	(2020 - 2021 Pupil Expulsion Rate , CALPADS)	(2021-2022 Pupil Expulsion Rate, CALPADS)	(2022-2023 Pupil Expulsion Rate, CALPADS)	(2023-2024 Pupil Expulsion Rate CALPADS)	
6c. Percentage of Teachers, Other Staff, Parents and Students who feel the school is safe and welcoming.	95% (2019-2020 District Annual Climate Survey, Survey Monkey)	87% (2021-2022 District Annual Climate Survey, Survey Monkey)	82% (2022-2023 District Annual Climate Survey, Survey Monkey)	91% (2023-2024 District Annual Climate Survey, Kelvin)	100% (District Annual Climate Survey)

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.

Of the 5 action items all 5 were implemented in the following manner:

Planned action 2.1 Educational Partners Communication Engagement with Educational Partners: Completion was achieved through meetings, trainings, and surveys. These activities addressed school policies, attendance, and safety concerns, thereby assisting in informed decision-making at both the student and site levels as necessary.

Planned action 2.2 Maintain a Positive School Culture: Maintained a positive culture utilizing awards and incentives. Provided student/family counseling and support services with a focus on English Learners, Foster Youth, and Low-Income students. Offered trainings for all staff to support a safe and supportive learning environment. Implemented PBIS (Positive Behavioral Interventions and Supports) and provided social, emotional support, and training and support systems.

Planned action 2.3 Improve Student Attendance and Engagement: Launched initiatives to engage parents and promote outstanding attendance using awards, incentives, and recognition. Distributed details on attendance through AERIES data systems and school newsletters. Improved attendance figures, especially among English Learners, Foster Youth, and Low-Income students. Conducted regular meetings and provided feedback to families to ensure steady daily attendance and participation.

Planned action 2.4 Provide Robust Learning Environment: Education tools, technology, curriculum, and extracurricular activities were provided for all students, with a focus on English Learners, Foster Youth, and Low-Income students. Additional learning environments were also offered, including an After School program and a Summer School session.

Planned action 2.5 Attendance Systems: Continued revisions and systematization of SART (School Attendance and Review Team) and SARB (School Attendance Review Board) Attendance Systems were carried out, with details included in both staff and student handbooks. Clerical staff received training to enhance SIS (Student Information System) operations and reporting.

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.

The data indicates that during the three-year LCAP cycle, the specific actions associated with each of the following areas progressed as planned and experienced no material differences:

Action 2.1 Educational Partners Communication Engagement with Educational Partners: Had no material differences.

Action 2.2 Maintain a Positive School Culture: Had no material differences. The specific actions toward the goal during the three-year LCAP cycle progressed as planned.

Action 2.3 Improve Student Attendance and Engagement: Had no material differences. The specific actions toward the goal during the three-year LCAP cycle progressed as planned.

Action 2.4 Provide Robust Learning Environment: Had no material differences. The specific actions toward the goal during the three-year LCAP cycle progressed as planned.

Action 2.5 Attendance Systems: Had no material differences. The specific actions toward the goal during the three-year LCAP cycle progressed as planned.

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 implemented during the LCAP cycle were highly effective in achieving the desired outcomes for Parent and Family Engagement as well as other critical student engagement metrics. The consistent high ratings in the self-reflection tool and the significant improvements in attendance and disciplinary actions indicate that the school successfully created a supportive and engaging educational environment for students and their families.

Planned Action 2.1: Educational Partner Communication, Engagement and Training

Priority Metric 3a: LEA Rating using LCFF Priority 3 Self-Reflection Tool on Parent and Family Engagement

Effectiveness: The consistently high ratings across all questions related to building relationships and seeking input for decision-making, which were all at the level of "5 - Full Implementation and Sustainability", demonstrate a highly effective engagement and communication with educational partners. This suggests that the action successfully fostered an inclusive and collaborative school community environment.

Planned Action 2.2: Maintain Positive School Culture

Priority Metric 6c: Percentage of Teachers, Other Staff, Parents, and Students who feel the school is safe and welcoming

Effectiveness: The metrics from the District Annual Climate Survey showed a fluctuation (95%, 87%, 91%) but is approaching their 95% goal. This indicates that initiatives under this action effectively cultivated a positive and inclusive school culture over time.

Planned Action 2.3: Improve Student Attendance and Engagement

Priority Metric 5a: School Attendance Rate

Effectiveness: Improvement in attendance rates from 93% to 94.7% demonstrates the effectiveness of this action. The strategies employed successfully increased student attendance, and nearly meeting the set goal.

Priority Metric 5b: Percentage of students identified as Chronically Absent

Effectiveness: The significant reduction in chronic absenteeism from 22% to 11.5% clearly shows the effectiveness of the interventions. This indicates robust efforts in engaging students and addressing barriers to regular attendance.

Planned Action 2.4: Provide Robust Learning Environment

Priority Metric (General): Engagement and Learning Environment Quality

Effectiveness: While specific metrics are not provided, the comprehensive approach in offering educational tools and extracurricular activities suggests a positive impact on creating a robust learning environment. Given the overall improvements in engagement and performance metrics, this action can be deemed effective.

Planned Action 2.5: Attendance Systems

Priority Metric (Specific to Attendance Systems): Effectiveness in Managing Attendance

Effectiveness: The complete reduction of chronic absenteeism rates to 11.5% indicates that the revised attendance systems were highly effective. This success showcases strong administrative handling and follow-through on attendance issues.

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

The LCAP for 2024-2025 reflects a thoughtful shift based on the outcomes and learnings from previous years. By refining goals, metrics, and actions, New Jerusalem Charter is positioning itself to better meet the diverse needs of its student population and enhance educational outcomes. This strategic planning is intended to foster an inclusive, supportive, and engaging learning environment, driving continuous improvement across all aspects of the school's operations and educational.

Key Changes and Rationale:

Increased Focus on Parent and Family Engagement:

New Jerusalem Charter has chosen to deepen engagement with families and educational partners as a crucial element of maintaining educational excellence. This is reflected in their continued use of the LCFF Priority 3 Self-Reflection Tool to benchmark efforts in engaging families.

They have sustained full implementation across all sections of this tool, demonstrating ongoing commitment to these partnerships.

Measuring and Reporting Adjustments:

Adjustments in metrics for monitoring engagement and educational outcomes have been made. For example, they now include specific questions from the LCFF Priority 3 Self-Reflection Tool (e.g., Q.2, Q.6, and Q.12) to better track the effectiveness of their family engagement strategies.

Strengthening Communication and Cultural Competence:

There is a renewed emphasis on creating welcoming environments and providing families with resources to support home learning, which have achieved full implementation and sustainability.

Refinement of Attendance and Behavioral Metrics:

The school aims to maintain a high attendance rate and reduce chronic absenteeism. Efforts from previous years have shown effectiveness, as chronic absenteeism rates significantly dropped from previous years.

Enhancement of Safety and School Climate:

The percentage of educational partners who feel the school is safe and welcoming has been targeted for improvement, reflecting a commitment to maintaining a positive school environment.

Educational Partner Communication, Engagement, and Training:

Actions have been planned to engage educational partners more effectively, incorporating feedback mechanisms through meetings, training, and surveys to help inform school-level decisions.

Sustained Investment in Staff and Student Support Services:

The school continues to invest in professional development, counseling services, and targeted student group support, reflecting a holistic approach to educational excellence.

Streamlining Instructional and Supportive Actions:

Actions such as enhancing literacy culture on campus, implementing targeted reading intervention programs, and enhancing the involvement of English Language Learners with academic content standards are intended to directly impact student learning outcomes.

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
New Jerusalem Elementary Charter School	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.636. ext. 2391

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.

New Jerusalem Charter School (NJC) is in the heart of a vibrant agricultural community in southern San Joaquin County near the city of Tracy. This public charter school offers an alternative to traditional public schooling under the governance of the New Jerusalem School District and its School Board. With a mission focused on cultivating an intellectually stimulating environment, NJC fosters responsibility, respect, independent thinking, and mastery of content standards. The school is dedicated to creating a positive learning atmosphere where students are encouraged to realize their academic potential. Through a comprehensive approach that includes academic instruction, interventions, and support programs encompassing in-school, after-school, and summer sessions, NJC is committed to ensuring student success.

New Jerusalem Elementary School (NJES) comprises Grades 1-8, with one Kindergarten class that is part of another District LEA feeding into our Charter school. Our public charter school provides area residents with a public school option managed and operated by the New Jerusalem School District and their School Board. The school is deeply rooted in a strong community with generations of families that have been served within our school district and other authorized schools.

Our school's mission is to create an academically challenging environment that promotes responsibility, respect, independent thinking, and mastery of content standards. We will maintain a positive learning setting in which students maximize academic potential as determined by state and local assessments (ELPAC, CAASPP, MAP). NJES is committed to ensuring success by supporting our students through rigorous academic learning, interventions, and support efforts including in-school, after-school, and summer sessions.

The student population consists of 233 students in grades 1 through 8. The demographic profile includes 62% socioeconomically disadvantaged students, 24% English learners, and 22% students with disabilities. The ethnic composition of the student body is 1.29% African American, 0.86% Asian, 54.08% Hispanic or Latino, 0.43% American Indian, 1.72% Two or More Races, and 40.34% White. NJC's commitment to student success is reflected in its dedication to maintaining a positive learning environment and supporting students through various academic and support efforts tailored to meet individual needs.

Reflections: Annual Performance

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

The 2023 CA Dashboard reflects that while New Jerusalem Charter is meeting certain operational goals, critical areas such as academic performance and student engagement need attention. Addressing these challenges requires investing in specialized educational resources, strengthening support for English language learners, and creating strategies to improve the school atmosphere. These measures are vital to enhance student achievement and their overall well-being.

Recent data from New Jerusalem Charter School reveal challenging trends, with students falling behind in crucial subjects like English Language Arts and Mathematics. This pattern indicates that many students are not achieving the standards expected for their grade levels, highlighting the necessity for targeted interventions and effective use of resources to elevate student performance to the desired standards.

Summary and Reflection on New Jerusalem Elementary School's CA Dashboard Data (2023)

Performance Indicators:

Chronic Absenteeism:

Medium performance level (Yellow)

11.5% chronically absent, declined by 6.1%

Suspension Rate:

Very Low performance level (Red)

11.5% suspended at least one day, increased by 3.6%

English Learner Progress:

Very Low performance level (Red)

42% making progress, declined by 15.7%

English Language Arts (ELA):

Very Low performance level (Red)

83.6 points below standard, declined by 11.6 points

Mathematics:

Very Low performance level (Red)

104.2 points below standard, maintained at -1.8 points

Operational Benchmarks:

Basics (Teachers, Instructional Materials, Facilities): Standard Met
Implementation of Academic Standards: Standard Met
Parent and Family Engagement: Standard Met
Local Climate Survey: Standard Met
Access to a Broad Course of Study: Standard Met
Student Demographics:

Enrollment: 233 students
Socioeconomically Disadvantaged: 63.5%
English Learners: 29.2%
Foster Youth: 0.4%

Reflections: Technical Assistance

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

New Jerusalem Charter School is actively collaborating with the San Joaquin County Office of Education (SJCOE) through differentiated assistance to bolster support in critical areas such as English Language Arts (ELA), Mathematics, English Learner Progress, and suspension rates. This partnership leverages technical assistance programs designed to address the unique challenges faced by these student groups, aiming to significantly enhance their academic achievements and overall school experience.

A key component of the school's strategy involves conducting a comprehensive root cause analysis. This analytical approach seeks to identify the underlying factors that contribute to the current challenges in college readiness and high suspension rates, particularly among students with disabilities. By thoroughly understanding these root causes, New Jerusalem Charter School and SJCOE can develop and implement more effective, targeted interventions. These interventions are designed to be specifically tailored to meet the distinct needs of the students, ensuring that the support provided is both relevant and impactful.

The collaborative efforts between New Jerusalem Charter School and SJCOE are grounded in a commitment to fostering a positive and inclusive educational environment. By addressing the root causes of academic and behavioral issues, the partnership aims to create sustainable improvements in student outcomes. This includes enhancing the proficiency of English learners, improving performance in ELA and Mathematics, and reducing suspension rates through supportive and constructive measures.

Ultimately, the goal of this collaboration is to empower all students, particularly those facing significant challenges, to achieve their full academic potential. Through targeted support and strategic interventions, New Jerusalem Charter School and SJCOE are dedicated to building a foundation for long-term success and academic excellence for every student.

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.

New Jerusalem: CSI Low Performing

Support for Identified Schools

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

The New Jerusalem Charter School is dedicated to developing comprehensive support and improvement plans to address the needs of all students, particularly those who are identified as low performing among various demographic groups, including English Learners, Hispanics, socioeconomically disadvantaged students, and students with disabilities. In collaboration with the San Joaquin County Office of Education, the school will implement Differentiated Assistance for the 2024-2025 academic year, focusing on targeted interventions and support tailored to the unique needs of these student populations.

1. **Root Cause Analysis:** The first step in developing comprehensive support and improvement plans is conducting a thorough root cause analysis to identify the underlying factors contributing to the academic challenges faced by low-performing students within each demographic group. This analysis will involve gathering and analyzing data related to student performance, attendance, behavior, and socio-economic background. By understanding the root causes of academic disparities, the school can develop targeted interventions and strategies to address them effectively.

2. **Targeted Interventions:** Based on the findings of the root cause analysis, New Jerusalem Charter School will design and implement targeted interventions to support low-performing students among English Learners, Hispanics, Whites, socioeconomically disadvantaged students, and students with disabilities. These interventions may include:

- Providing additional academic support through small group instruction, tutoring, or after-school programs.
- Implementing culturally responsive teaching practices to better meet the needs of diverse student populations.
- Offering language development support and English language acquisition programs for English Learners and their families.
- Providing socio-emotional support services, counseling, and mentorship programs to address the unique challenges faced by students from socioeconomically disadvantaged backgrounds.
- Follow up and follow through with teachers to ensure that accommodations/modifications are being provided for students with disabilities to ensure access to the curriculum and academic success.

3. **Identification of Resource Inequities:** New Jerusalem Charter School has transparent policies and practices in place to ensure that

resources are distributed fairly and equitably. This includes clear guidelines for how funding is allocated, how technology resources are distributed, how instructional materials are selected, how staff members are assigned, and how support services are provided. By adhering to these policies and practices, the school can minimize the risk of resource inequities.

4. Differentiated Assistance from San Joaquin County Office of Education: New Jerusalem Charter School has been collaborating with the San Joaquin County Office of Education to access differentiated assistance and support for implementing evidence-based practices and interventions. This may include professional development opportunities for teachers and staff, access to resources and materials, and ongoing technical assistance and guidance from educational experts. By leveraging the expertise and resources provided by the County Office of Education, the school can enhance its capacity to effectively support the academic success of low-performing students across diverse demographic groups.

Monitoring and Evaluating Effectiveness

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

New Jerusalem Charter School recognizes the importance of monitoring and evaluating its support and improvement plans to ensure the success of all students. The LEA will carry out this crucial process through a comprehensive approach.

To monitor the implementation of the Comprehensive Support and Improvement (CSI) plan, the LEA will regularly assess student progress using measures such as MAP and Interim SBAC assessments, encompassing both formative and summative evaluations. Data-driven assessments will track student growth and identify areas requiring additional support. Standardized tests, classroom assessments, and progress monitoring tools will be utilized to gauge the effectiveness of the plan.

Evaluating the implementation involves analyzing academic performance data, including MAP, CAASPP, grades, and attendance records, to assess the efficacy of interventions and strategies. Data will be disaggregated by demographic subgroups to identify disparities and areas for improvement. Data analysis techniques will identify trends and patterns over time, informing decision-making processes.

Monitoring the effectiveness includes seeking feedback from stakeholders such as students, parents, teachers, and staff through surveys, focus groups, and interviews to assess the impact of support efforts. Feedback mechanisms will gauge satisfaction levels, perceived effectiveness of interventions, and areas for improvement. Continuous monitoring of student outcomes and progress will ensure alignment with established goals and objectives.

Evaluating the effectiveness involves adjusting plans based on data analysis, feedback from stakeholders, and educational partner input. Strategies will be refined, resources reallocated, and new interventions implemented as needed to address emerging needs and enhance student outcomes. Flexibility and responsiveness will be maintained to adapt plans in real-time, maximizing their effectiveness and impact on student and school improvement.

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
NJESD DELAC	During meetings throughout the year, members received briefings on the LCAP goals and priorities.
Multi-Cultural Committee	Committee provided LCAP input on improvements they would like from the kindergarten program. Meetings took place in September.
Teachers	Teachers reviewed the 1st draft of the LCAP at a planned staff meeting and provided input through the climate survey in April.
Parent's Club/Advisory Committee	Parents were able to provide input through the annual climate survey in April and reviewed the LCAP and provided input.
Certificated/Classified Staff	School staff and faculty participated and provided input that informed the development of the LCAP during the climate survey in April
Parent/Staff/Students	Families provided LCAP input through the climate survey on improvements they would like from the kindergarten program.
Administer/Principal	Provided input in the development of goals and action/services throughout the year.

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

The Local Control and Accountability Plan (LCAP) at New Jerusalem Charter School developed through a rigorous and collaborative process that involves substantial input from a range of educational partners. This inclusive approach ensures that the LCAP not only aligns with state requirements but also resonates with the specific needs and aspirations of the school community.

Influence of Educational Partner Feedback:

Feedback from these diverse groups directly influences the formulation and refinement of the LCAP goals. For instance:

Goal 1: Collaborate with families and educational partners through strategic initiatives to foster robust family partnerships and promote a secure learning atmosphere.

- This goal was informed by feedback provided by our parent groups through our annual climate survey.

Goal 2: New Jerusalem will increase in literacy skills across all grade levels to ensure students are prepared for college or career pathways. As measured by standardized MAP assessments, CAASPP results and teacher observations.

- This goal was developed based on feedback from teachers and administration.

Goal 3: Develop a tiered support system for student groups who scored lowest on the 2023 CA Dashboard, aimed at meeting or exceeding grade-level expectations in English Language Arts, Mathematics, improving ELPAC scores, and enhancing school climate.

- This goal was informed by administration and feedback from our parent groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Collaborate with families and educational partners through strategic initiatives to foster robust family partnerships and promote a secure learning atmosphere.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At New Jerusalem Charter School, our dedication to fostering positive family relationships and promoting family engagement lies at the heart of our mission to provide a high-quality education for our community. This commitment is not just a mere statement but is deeply ingrained in our practices, as evidenced by our adherence to the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool. This tool serves as a benchmark for our efforts, indicating our full implementation and sustainability across all sections, showcasing our dedication to continue our inclusive partnerships with families and actively seeking their input in decision-making processes

At New Jerusalem Charter, we believe that the involvement of families in their child's education is crucial to academic success and overall well-being. By actively engaging with families, we create a supportive network that reinforces learning both inside and outside the classroom. Through regular communication channels such as parent-teacher conferences, newsletters, and workshops, we ensure that families are informed about their child's progress and involved in their educational journey. By prioritizing collaboration with families and educational partners, we create a connected environment where all educational partners are invested in the success of our students.

According to our 2023 CA Dashboard, New Jerusalem Charter School demonstrates full implementation and sustainability across all measures related to Parent and Family Engagement, Building Partnerships for Student Outcomes, Building Relationships Between School Staff and Families, and Seeking Input for Decision-Making. The school exhibits a strong commitment to fostering trusting and respectful relationships with families, creating welcoming environments for all community members, and supporting staff to understand each family's strengths, cultures, languages, and goals for their children.

Additionally, New Jerusalem Charter excels in facilitating two-way communication between families and educators, providing professional learning opportunities for teachers and principals, and offering resources to support student learning and development at home.

Finally, the school actively engages families in decision-making processes through various advisory groups and ensures representation from underrepresented groups in the school community. Collaborative efforts between staff, families, and educational partners result in effective planning, design, implementation, and evaluation of family engagement activities at both the school and district levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a, 6a.	Section 1: Building Relationships Between School Staff and Families	LCFF Priority 3 Self - Reflection Tool			LCFF Priority 3 Self - Reflection Tool	
3b, 6b.	Section 2: Building Partnerships for Student Outcomes	Section 1: Building Relationships Between School Staff and Families Q1 - 5			Section 1: Building Relationships Between School Staff and Families Q1 -5	
	Section 3: Seeking Input for Decision Making	Q2 - 5 Q3 - 5			Q2 -5 Q3 -5	
	Rating Scale (lowest to highest):	Q4 - 5			Q4 -5	
3c, 6c.	1 - Exploration and Research Phase	Section2: Building Partnerships for Student Outcomes Q5 - 5			Section2: Building Partnerships for Student Outcomes Q5 -5	
	2 - Beginning Development	Q6 - 5			Q6 -5	
	3 - Initial Implementation	Q7 - 5			Q7 -5	
	4 - Full Implementation	Q8 - 5			Q8 -5	
	5 - Full Implementation and Sustainability	Section 3: Seeking Input for Decision - Making Q9 - 5			Section 3: Seeking Input for Decision - Making Q9 -5	
		Q10 -5			Q10 -5	
		Q11 -5				

		Q12 -5 (2024 LCFF Priority 3 Self - Reflection Tool)			Q11 -5 Q12 -5 (2027 LCFF Priority 3 Self - Reflection Tool)	
3d.	Counseling Services Percentage of students accessing counseling services.	25% of our students accessed these support services. (Aeries SIS 2024)			Increase in Family Engagement with Counseling Services and Outreach Programs by 30%. (Aeries SIS 2027)	
3e.	Communication The percentage of English Learner, Foster Youth and Socioeconomically Disadvantaged Educational Partners who are satisfied with Communication Accessibility and Frequency.	All: 80% Satisfied English Learner: 76% Satisfied Foster Youth: 85% Socioeconomically Disadvantaged: 75% (2024 Climate Survey)			95% Satisfied (2027 Climate Survey)	
5a	School Attendance Rate - The percentage of Students' Average Daily Attendance (ADA)	All: 91.05% EL- 89% SED-91% (2023-2024, Attendance Rates, P8, SIS)			ALL: 95% EL- 95% SED-95% (2026-2027, Attendance Rates, P8, SIS)	
5b	Percentage of students identified as Chronically Absent- Students who	All:11.5% EL- 16.9% SED-13.2%			0% (2026 Dashboard)	

are absent from school 10% or more for the total number of days that they are enrolled in school.	(2023 Dashboard)				
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family Engagement	<ul style="list-style-type: none"> Monthly volunteer opportunities school wide. Monthly DELAC Meeting Budget for supplies for events including materials/supplies Attendance incentives and behavioral incentive assemblies such as BMX, Anti-Bullying, Pet Show, Food trucks, prizes monthly 	\$10,000.00	Yes

		<ul style="list-style-type: none"> • Parent engagement days through our monthly multicultural celebrations with activities such as art, music, to involve parents • Falcon Country Festival (Spring) • Hispanic Heritage Night (Fall) • College and Career Day • College Week 		
1.2	Educational Partner Communication	<ul style="list-style-type: none"> • Parent Square • Aeries Training • Translation devices for office and classroom. • Contract to legally translate Sped documents including IEP documentation, assessment data, etc. • Train bi-lingual interpreters for IEP and 504 needs. • Legally translate IEP and 504 Plans • Provide devices and personnel at school activities to help register, sign-up, and load info into classroom communication portals, register for Aeries. 	\$9,000.00	Yes
1.3	Targeted Student Group Parent Volunteer Recruitment	<ul style="list-style-type: none"> • Fund a bilingual para-professional • Parent communication portal with integrated translations, ensuring that all communications are accessible and comprehensible to 	\$43,000.00	Yes

		<p>every family. This portal serves as a centralized hub for information dissemination, facilitating seamless interaction between parents and school staff.</p> <ul style="list-style-type: none"> • Parent outreach through dedicated parent information nights and recruitment events. • Survey Targeted Student Groups- 		
1.4				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	New Jerusalem will increase in literacy skills across all grade levels to ensure students are prepared for college or career pathways. As measured by standardized MAP assessments, CAASPP results and teacher observations.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the presented MAP and CAASPP (Smarter Balanced Assessment Consortium, SBAC) data, New Jerusalem Charter School has identified a critical need to enhance literacy skills across all grade levels to ensure students are prepared for college and career pathways. Across multiple grades, a significant percentage of students do not meet or exceed grade-level expectations in reading. For example, in the Spring 2024 MAP assessments, only 6% of 6th graders and 9% of 8th graders met or exceeded grade-level expectations in reading.

The decision to focus on literacy is driven by several key observations from the data:

MAP Data:

- Spring 2024 MAP Reading Fluency Assessments:
 - 1st Grade: 33% met or exceeded grade level
 - 2nd Grade: 29% met or exceeded grade level
- Winter 2024 Growth ELA Assessments:
 - 3rd Grade: 22% met or exceeded grade level
 - 4th Grade: 23% met or exceeded grade level
 - 5th Grade: 16% met or exceeded grade level
 - 6th Grade: 6% met or exceeded grade level
 - 7th Grade: 25% met or exceeded grade level
 - 8th Grade: 9% met or exceeded grade level
- ELA Smarter Balance Summative Results (2022-23):
 - Grade 3: 0% exceeded, 8.70% met the standard

Grade 4: 8% exceeded, 8% met the standard
 Grade 5: 0% exceeded, 0% met the standard
 Grade 6: 7.14% exceeded, 17.86% met the standard
 Grade 7: 3.23% exceeded, 12.9% met the standard
 Grade 8: 3.33% exceeded, 13.33% met the standard
 These observations highlight the urgent need for targeted interventions and supports to improve literacy outcomes. By focusing on literacy, New Jerusalem aims to ensure that all students, including English learners, foster youth, and socioeconomically disadvantaged students, have the skills necessary for academic success and future opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1b, 4a,2a,4 a	Intervention Percentage of students participating in the Targeted Reading Intervention Program showing growth.	5% (Aeries SIS Data)			20% (Aeries SIS Data)	
4a	MAP Reading Achievement Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment	Spring 2024 MAP Reading Fluency Assessments All: 18.4% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade			Spring 2027 MAP Reading Fluency Assessments 1st Grade Oral Reading Meet or Exceed Grade Level = 32% 2nd Grade Oral Reading Meet or Exceed Grade Level = 44%	

		<p>Oral Reading Meet or Exceed Grade Level = 17%</p> <p>2nd Grade Oral Reading Meet or Exceed Grade Level = 29%</p> <p>Spring 2024 Growth ELA Assessments (Latest data for the current school year) 3rd Grade Meet or Exceed Grade Level = 22.0%</p> <p>4th Grade Meet or Exceed Grade Level = 23.0%</p> <p>5th Grade Meet or Exceed Grade Level = 16.0%</p> <p>6th Grade Meet or Exceed Grade Level = 6.0%</p> <p>7th Grade Meet or Exceed Grade Level = 25.0%</p> <p>8th Grade Meet or Exceed Grade Level = 9.0%</p> <p>(MAP Results Spring 2024)</p>			<p>Spring 2027 Growth ELA Assessments (Latest data for the current school year) 3rd Grade Meet or Exceed Grade Level = 37.0%</p> <p>4th Grade Meet or Exceed Grade Level = 38.0%</p> <p>5th Grade Meet or Exceed Grade Level = 31.0%</p> <p>6th Grade Meet or Exceed Grade Level = 21.0%</p> <p>7th Grade Meet or Exceed Grade Level = 40.0%</p> <p>8th Grade Meet or Exceed Grade Level = 24%</p> <p>MAP Results 2027)</p>	
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4a.	<p>CAASPP ELA Performance</p> <p>Student performance on the ELA Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8 that met or exceeded the standard.</p> <p>(CAASPP Results 2023)</p>	<p>ELA Smarter Balance Summative Results All Students: 13.75% of students met or exceeded the standard.</p> <p>Grade 3 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 8.70%</p> <p>Grade 4 Standard Exceeded (Level 4): 8% Standard Met (Level 3): 8%</p> <p>Grade 5 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 0%</p> <p>Grade 6 Standard Exceeded (Level 4): 7.14% Standard Met (Level 3): 17.86%</p> <p>Grade 7 Standard Exceeded (Level 4): 3.23%</p>			<p>ELA Smarter Balance Summative Results</p> <p>Grade 3</p> <p>Standard Exceeded (Level 4): 15%</p> <p>Standard Met (Level 3): 24%</p> <p>Grade 4</p> <p>Standard Exceeded (Level 4): 23%</p> <p>Standard Met (Level 3): 23%</p> <p>Grade 5</p> <p>Standard Exceeded (Level 4): 15%</p> <p>Standard Met (Level 3): 15%</p> <p>Grade 6</p> <p>Standard Exceeded (Level 4): 22%</p> <p>Standard Met (Level 3): 33%</p>	
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		<p>Standard Met (Level 3): 12.9%</p> <p>Grade 8 Standard Exceeded (Level 4): 3.33%</p> <p>Standard Met (Level 3): 13.33%</p> <p>(2024 CAASPP Results)</p>			<p>Grade 7 Standard Exceeded (Level 4): 18%</p> <p>Standard Met (Level 3): 28%</p> <p>Grade 8 Standard Exceeded (Level 4): 18%</p> <p>Standard Met (Level 3): 28%</p> <p>(2027 CAASP Results)</p>	
4e	<p>English Learner ELPAC Proficiency</p> <p>Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.</p>	<p>42% (2023-2024 Summative ELPAC scores)</p>			<p>67% (2026-2027 Summative ELPAC scores)</p>	
4f	<p>English Learner Reclassification Rates</p> <p>Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient</p>	<p>4.6% (2023-2024 District Reclassification Criteria)</p>			<p>20% (2026-2027 District Reclassification Criteria)</p>	

7c	Students with Disabilities Percentage of programs and services developed and provided to students with disabilities	100% (2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)"			100% (2026-2027 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)"	
8a	MAP Participation Rates Percentage of students who participate in the MAP Assessment	95% (2023-2024 Spring MAP Data)			100% (2026-2027 Spring Map Data)	
7b	Unduplicated Services Percentage of programs and Services developed and provided to Low Income, English Learner and Foster Youth students	100% (2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)"			100% (2026-2027 Master Schedule, Instructional Minutes, SIS, CALPADS)	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement a Targeted Reading Intervention Program	<ul style="list-style-type: none"> SIPPS Materials for Beginning Level Data collection systems such as EduClimber, MAP and DIBELS online to track and compile data. Touch Screen tablets for use in assessment, data collection, programming needs. 	\$7,500.00	Yes
2.2	Certificated Instructional Coach/Classified Paraprofessional Staffing	Funding to support instructional coaching as well as paraprofessional support	\$341,094.00	Yes
2.3	Instructional Training/Professional Development	<ul style="list-style-type: none"> Science of Reading offered by the County Office of Education. Core Consortium's training and on-site coaching services. Professional Development Institute's Science of Reading Flex Course. 	\$10,000.00	Yes
2.4	Fostering a Culture of Literacy on Campus	<ul style="list-style-type: none"> Two Literacy Nights a year with activities, and book giveaways. Reading Incentives: Science and Art assemblies, raffles for e-readers like Kindles and iPads. 	\$7,500.00	Yes

		<ul style="list-style-type: none"> • Attendance incentives • Create a library space with appropriate library furniture and shelves, stock with books to span all grade levels, and purchase/utilize software to track the lending of books • Accelerated Reader Access • Library assistant to manage 10 hours per week 		
2.5	Assessment Planning	<ul style="list-style-type: none"> • MAP, ELPAC, CAASSP assessment systems, training, and implementation focus on supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. 	\$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop a tiered support system for student groups who scored lowest on the 2023 CA Dashboard, aimed at meeting or exceeding grade-level expectations in English Language Arts, Mathematics, improving ELPAC scores, and enhancing school climate.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal to implement tiered support for students is directly informed by the 2023 CA Dashboard data, which reveals critical areas needing intervention. By focusing on ELA, Mathematics, English Learner progress, and suspension rates, the school aims to address the specific challenges identified, thereby improving academic performance and creating a more supportive and effective learning environment for all students.

CA Dashboard Results:

English Language Arts (ELA)

Current Performance:
 Score: 83.6 points below standard
 Decline: 11.6 points from prior assessments
 Performance Level: All student groups in the red

Mathematics:

Current Performance:
 Score: 104.2 points below standard
 Decline: 1.8 points from earlier data
 Performance Level: Most student groups in red and orange

English Learner Progress ELPAC

Current Performance:
 Improvement: Only 42% of students showing improvement
 Decline: 15.7% from previous data

Suspension Rates:

Current Performance:
 Rate: 11.5%, increased by 3.6%
 Performance Level: Most student groups in red and orange

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a	CAASPP ELA Achievement Student performance in ELA on the Smarter Balanced Summative Assessment (CAASPP) or the California Alternate Assessment, in grades 3-8.	Very Low Performance (Red Performance Level) EL Students- 109.8 below standard- (Red Performance Level) Hispanics- 93.9 below the standard- (Red Performance Level) Socioeconomically Disadvantaged 92.9- below the standard- (Red Performance Level) Students with Disabilities- 127.1 below the standard- (Red Performance Level) (CA Dashboard and CAASPP Data 2023)			Very Low Performance (Red Performance Level) EL Students- Yellow Performance Level Hispanics- Yellow Performance Level Socioeconomically Disadvantaged- Yellow Performance Level Students with Disabilities- Yellow Performance Level (CA Dashboard and CAASPP Data 2026)	
4a	CAASPP Math Achievement	Very Low Performance (Red Performance Level)			EL Students- Yellow Performance Level	

	Student performance in math on the Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8	<p>EL Students- 109.8 below standard</p> <p>Hispanics- 93.9 below the standard</p> <p>Socioeconomically Disadvantaged 92.9- below the standard</p> <p>(CA Dashboard and CAASPP Data 2023)</p>			<p>Hispanics- Yellow Performance Level</p> <p>Socioeconomically Disadvantaged- Yellow Performance Level</p> <p>(CA Dashboard and CAASPP Data 2026)</p>	
4e	<p>English Learner Progress</p> <p>Rate of EL students making progress toward English proficiency.</p>	<p>42% (CA Dashboard 2023)</p>			<p>60% (CA Dashboard 2026)</p>	
6a	<p>Student Suspension Rates</p> <p>Percentage of Students Suspended</p>	<p>All: 11.5%</p> <p>Socioeconomically Disadvantaged: 14.2%</p> <p>Students With Disabilities: 17.2%</p> <p>English Learners: 8.5%</p> <p>(CA Dashboard 2023)</p>			<p>1% or less (CA Dashboard 2026)</p>	
6c	<p>School Climate</p> <p>Percentage of students who report a positive perception of the school climate based on the annual Climate Survey</p>	<p>80% (2023-2024 Climate Survey)</p>			<p>95% (2026-2027 Climate Survey)</p>	

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
3.1	Implement Targeted Reading Intervention	<ul style="list-style-type: none"> Partial funding for a reading specialist Materials and supplies for reading intervention. Supplemental curriculum for reading intervention 	\$10,000.00	Yes
3.2	Math Tutoring and Support Services	<ul style="list-style-type: none"> Materials and supplies for math tutoring. Supplemental curriculum needs. Afterschool tutoring in math. 	\$2,500.00	Yes

3.3	Professional Development for Educators in ELD practices.	<ul style="list-style-type: none"> • ELD professional development in reading. • ELD professional development in language acquisition. • ELD professional development in data analysis. 	\$10,000.00	Yes
3.4	Integrate PBIS to Reduce Suspension Rates	<ul style="list-style-type: none"> • Funding for a schoolwide PBIS program and Professional Development • Materials and Supplies for PBIS program.- 	\$12,000.00	Yes
3.5	Character Program and Professional Development:	Funding for a schoolwide character program with professional development.	\$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$306,600	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.216%	7.112%	\$\$163,244.69	20.328%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Family Engagement</p> <p>Need: Building strong, supportive relationships between school staff and families is essential for creating a collaborative educational environment where students can thrive. These relationships are foundational to enhancing</p>	By emphasizing these actions, New Jerusalem Charter School can effectively address the need for building relationships between school staff and families. It was designated as LEA-wide due to the importance of family engagement as a school of choice and the desire for our families to continue feeling connected with the school. These initiatives will improve attendance and reduce chronic absenteeism through engagement.	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families School Attendance Rate - The percentage of Students' Average Daily Attendance (ADA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student achievement, fostering school involvement, and supporting educational equity with our English Learner, Foster Youth, and Socioeconomically Disadvantaged groups.</p> <p>Scope: LEA-wide</p>		<p>Percentage of students identified as Chronically Absent- Students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p>
<p>1.2</p>	<p>Action: Educational Partner Communication</p> <p>Need: Educational partners have expressed the need for more consistent and accessible communication from the school. Feedback indicates that current communication methods may be infrequent, inconsistent, or not adequately accessible to all Educational Partners, particularly English Learners, Foster Youth and Socioeconomically Disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>By implementing these actions, New Jerusalem can significantly improve the satisfaction of educational partners regarding the accessibility and frequency of communication, addressing a critical need and enhancing overall community engagement.</p>	<p>The percentage of English Learner, Foster Youth and Socioeconomically Disadvantaged Educational Partners who are satisfied with Communication Accessibility and Frequency.</p>
<p>1.3</p>	<p>Action: Targeted Student Group Parent Volunteer Recruitment</p> <p>Need: New Jerusalem's English Learners, Foster Youth and socioeconomically disadvantaged students historically perform below grade level in reading and math.</p> <p>Scope:</p>	<p>The targeted student group parent volunteer recruitment enhances communication and engagement between schools and families, particularly those from diverse linguistic backgrounds. Implemented LEA-wide, this initiative ensures equitable access to school resources, fostering a more inclusive community. Key components include funding a bilingual para-professional to support non-English speaking families, enhancing participation in their children's education and making the school environment more welcoming. A parent communication portal</p>	<p>Increase the number of parent volunteers recruited from targeted student groups.</p> <p>(EL, socioeconomically disadvantaged households, and families with students having special needs).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	with integrated translations ensures all families receive accessible, comprehensible information, enhancing parental involvement. Additionally, parent information nights and targeted surveys help build community trust and gather feedback to refine engagement strategies, ensuring they are effective and responsive.	
2.1	<p>Action: Implement a Targeted Reading Intervention Program</p> <p>Need: Implement a Targeted Reading Intervention Program only 5% of students are showing growth. English Learner had a growth rate of</p> <p>Scope: LEA-wide</p>	By addressing the specific needs of Low Income, English Learner, and Foster Youth students through a structured and supportive reading program, New Jerusalem Charter School can help ensure that all students have the opportunity to succeed and thrive academically. This initiative, therefore, is not only a response to a direct need but also a strategic approach to improving overall educational outcomes LEA-wide.	Percentage of Socioeconomically Disadvantaged, English Learner and Foster Youth students participating in the Targeted Reading Intervention Program showing growth.
2.2	<p>Action: Certificated Instructional Coach/Classified Paraprofessional Staffing</p> <p>Need: Currently, only 42% of our EL students are making progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). This indicates that more than half of our EL students are not acquiring English skills at an expected rate, which can significantly hinder their ability to succeed academically and socially within an English-speaking environment.</p> <p>Scope:</p>	By dedicating funds to support instructional coaching and paraprofessional assistance, New Jerusalem Charter School can significantly enhance the educational experience and outcomes for English Learners, foster youth, and socioeconomically disadvantaged students, thus addressing specific needs and promoting educational equity on a wide scale.	Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC. Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p>Action: Instructional Training/Professional Development</p> <p>Need: At New Jerusalem Charter School, the latest assessment data highlights significant challenges in English Language Arts (ELA) and English language proficiency, especially among English Learner (EL) students. Currently, only 42% of EL students are making satisfactory progress toward English proficiency according to the 2023-2024 ELPAC results, emphasizing the critical need for enhanced language support, which is essential for academic success across all subjects. Additionally, CAASPP ELA results for grades 3-8 show that merely 13.75% of students meet or exceed standards, pointing to major difficulties in core ELA skills, including reading comprehension and writing. Similarly, the MAP Reading Assessment indicates that only 18.4% of students achieve expected reading levels, reinforcing the importance of robust reading skills for academic learning in all areas.</p> <p>These figures underline the urgent need for targeted interventions to boost ELA outcomes and support EL students more effectively. Focusing on teacher training in the Science of Reading and effective EL strategies is vital. This training should equip teachers with the latest methodologies for teaching reading and language development and include specific strategies for supporting English Learners and</p>	<p>The data showing low percentages of students meeting or exceeding grade-level expectations in reading across various grades highlights a critical area for improvement. The Science of Reading is a research-based approach to reading instruction that encompasses the essential components of reading development — phonemic awareness, phonics, fluency, vocabulary, and comprehension. By training teachers in this methodology, the school aims to directly impact and improve student reading outcomes.</p>	<p>Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.</p> <p>Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment.</p> <p>Student performance on the ELA Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students with diverse educational needs. Such professional development and increased resources for reading and language instruction are imperative to address the educational gaps and improve overall student performance at New Jerusalem Charter School.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Fostering a Culture of Literacy on Campus</p> <p>Need: Based on the Spring 2024 MAP Reading Fluency and Growth ELA Assessments, New Jerusalem needs to boost literacy skills across all grade levels. Currently, only 18.4% of students are meeting or exceeding grade-level standards in reading fluency. Specific areas of focus include:</p> <p>English Learners: Need additional support to improve English proficiency. Foster Youth: Benefit from stable educational support. Socioeconomically Disadvantaged Students: Require access to quality materials and personalized support. To ensure students are prepared for college or career pathways, New Jerusalem will implement targeted literacy programs and professional development for teachers, aiming to improve literacy outcomes for all students.</p>	<p>To build a strong literacy culture, New Jerusalem will implement several engaging actions. Hosting two Literacy Nights each year with activities and book giveaways will involve families and excite students about reading. Reading incentives like science and art assemblies, and raffles for e-readers will motivate students with fun rewards. Attendance incentives will encourage regular school attendance, essential for continuous learning.</p> <p>Creating a cozy library space with proper furniture and a variety of books for all grades, and using software to track book lending, will provide a welcoming place for reading. Providing access to Accelerated Reader will help monitor and guide students' reading practice. A library assistant managing the library for 10 hours a week will ensure the space is well-organized and resources are always available.</p> <p>These schoolwide actions ensure that all students have the resources and support they need to develop strong literacy skills, fostering a love of reading and academic success.</p>	<p>Percentage of students participating in the Targeted Reading Intervention Program showing growth. Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: Assessment Planning</p> <p>Need: The latest data from the Spring 2024 MAP Reading Fluency and Growth ELA Assessments indicates a pressing need to enhance literacy instruction and support at New Jerusalem across all grade levels. Currently, only 18.4% of students are meeting or exceeding reading fluency standards. The challenge is particularly acute in early grades, with only 17% of 1st graders and 29% of 2nd graders achieving grade-level oral reading proficiency. Similarly, higher grades show low proficiency levels, with significant drops in 5th and 6th grades, where only 16% and 6% of students, respectively, are meeting the benchmarks.</p> <p>The CAASPP ELA performance for 2023 further reveals that a substantial portion of students are still below the standard. Only 13.75% of students met or exceeded the ELA standard:</p> <p>Grade 3: 8.70% met or exceeded Grade 4: 16% met or exceeded Grade 5: 0% met or exceeded Grade 6: 24.9% met or exceeded Grade 7: 16.13% met or exceeded Grade 8: 16.66% met or exceeded</p> <p>The ELPAC scores also show progress but highlight the need for continued focus on English learners. In 2023-2024, 42% of</p>	<p>To build a strong literacy culture, New Jerusalem will implement several engaging actions. Hosting two Literacy Nights each year with activities and book giveaways will involve families and excite students about reading. Reading incentives like science and art assemblies and drawings for e-readers will motivate students with fun rewards, while attendance incentives will encourage regular school attendance, essential for continuous learning. Creating library space with proper furniture and a variety of books for all grades, and using software to track book lending, will provide a welcoming place for reading. Providing access to Accelerated Reader will help monitor and guide students' reading practice, and a library assistant managing the library for 10 hours a week will ensure the space is well-organized and resources are always available. These schoolwide actions ensure that all students, especially English learners, foster youth, and socioeconomically disadvantaged students, have the resources and support they need to develop strong literacy skills, fostering a love of reading and academic success.</p>	<p>Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.</p> <p>Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment</p> <p>Student performance on the ELA Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8 that met or exceeded the standard.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English learners made progress toward English proficiency.</p> <p>To address these needs, targeted interventions and supports are essential. This includes enhanced literacy programs, professional development for teachers, and resources tailored to the specific needs of English learners, foster youth, and socioeconomically disadvantaged students. These actions aim to improve literacy outcomes, ensuring students are well-prepared for academic success.</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Implement Targeted Reading Intervention</p> <p>Need: The current performance of English Learner Progress on the ELPAC indicates that only 42% of students are showing improvement, which represents a decline of 15.7% from previous data.</p> <p>Scope: LEA-wide</p>	<p>English Learner Progress on the ELPAC reveals that only 42% of students are showing improvement, marking a significant decrease of 15.7% from earlier data. To address this issue, targeted reading interventions have been planned on an LEA-wide basis. These interventions include partially funding a reading specialist, supplying essential materials and resources for reading intervention, and implementing a supplemental curriculum specifically designed to enhance reading skills. These actions are intended to directly support and accelerate the learning progress of students who are currently underperforming.</p>	<p>Rate of EL students making progress toward English proficiency</p>
3.2	<p>Action: Math Tutoring and Support Services</p> <p>Need:</p>	<p>The action to provide math tutoring and support services is a targeted response to the specific academic challenges faced by certain student groups, as evidenced by their very low performance on the CA Dashboard. These groups</p>	<p>Student performance in math on the Smarter Balanced Summative Assessment or the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Very Low Performance (Red Performance Level) EL Students- 109.8 below standard Hispanics- 93.9 below the standard Socioeconomically Disadvantaged 92.9- below the standard</p> <p>Scope: LEA-wide</p>	<p>include English Learners, and socioeconomically disadvantaged students, who are significantly below the standard in math.</p> <p>Providing materials and supplies specifically for math tutoring ensures that the resources are directly aligned with the needs of the students who are struggling the most. The supplemental curriculum is designed to fill the gaps in learning and understanding, presenting the material in ways that might be more accessible to these students.</p> <p>Offering afterschool tutoring in math is a strategic choice because it allows for additional instructional time beyond the regular school hours, giving students more personalized and focused help without the time constraints of a normal class period. This can be particularly beneficial for students who may need more time to grasp complex concepts or who do not receive sufficient support at home.</p> <p>This action is implemented on an LEA-wide basis because the needs these services address—substantial gaps in math achievement—affect a broad swath of the student population. Implementing these measures across the entire LEA or school ensures that all students who are performing at these low levels have access to the necessary supports, regardless of their specific classroom or teacher.</p>	<p>California Alternate Assessment, in grades 3-8</p>
<p>3.3</p>	<p>Action: Professional Development for Educators in ELD practices.</p> <p>Need:</p>	<p>Adopting these practices across the school ensures that all educators are proficient in handling the unique challenges faced by English Learners. It creates a consistent teaching environment where every student's progress is</p>	<ul style="list-style-type: none"> • Student performance in ELA on the Smarter

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>New Jerusalem Charter School has identified critical areas of need in student performance on the Smarter Balanced Summative Assessments for English Language Arts (ELA) and Math, particularly among key subgroups including English Learners (EL), Hispanic students, socioeconomically disadvantaged students, and students with disabilities. The baseline data from 2023 indicates very low performance (Red Performance Level) across these subgroups in both ELA and Math, with students scoring significantly below the standard benchmarks.</p> <p>Scope: LEA-wide</p>	<p>monitored, and every educator is empowered with the necessary skills to support their students' learning. This holistic approach not only enhances the effectiveness of instruction but also promotes a culture of continuous improvement and professional growth within the school.</p>	<p>Balanced Summative Assessment (CAASPP) or the California Alternate Assessment, in grades 3-8.</p> <ul style="list-style-type: none"> • Student performance in math on the Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8 • Rate of EL students making progress toward English proficiency.
<p>3.4</p>	<p>Action: Integrate PBIS to Reduce Suspension Rates</p> <p>Need: The suspension rates reported on the CA Dashboard show varying levels among different student groups. Overall, the suspension rate stands at 11.5%. Students who are socioeconomically disadvantaged have a slightly higher rate at 14.2%, while students with disabilities face the highest rate at 17.2%. Conversely, English Learners have the lowest suspension rate, at 8.5%.</p>	<p>The action to integrate Positive Behavioral Interventions and Supports (PBIS) across the LEA addresses the varying suspension rates highlighted in the CA Dashboard. By focusing on this approach, the aim is to foster a more inclusive, positive school climate and reduce suspensions, especially among the most affected groups. This proactive approach is provided on an LEA-wide or schoolwide basis to ensure consistent application of behavioral expectations and support across all student groups, aiming to bring down these rates and enhance the educational environment for all learners.</p>	<p>Student Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational experts often suggest that lower suspension rates are indicative of a positive school climate and effective behavioral management policies.</p> <p>Scope: LEA-wide</p>		
<p>3.5</p>	<p>Action: Character Program and Professional Development:</p> <p>Need: The data indicates areas that require attention to enhance overall school experience and environment. A closer look at only 79% feel that their teachers care about them, 65% feel comfortable asking for help, 60% feel a sense of belonging and inclusion, 57% feel safe at school, and 55% perceive their school as clean.</p> <p>Scope: LEA-wide</p>	<p>The action to fund a schoolwide character program along with professional development addresses the needs highlighted by the survey data, specifically targeting areas where students felt less supported, such as personal safety, school cleanliness, and the sense of belonging. By implementing a character education program, the goal is to cultivate a more inclusive and supportive environment that reinforces positive social behaviors and respect among students.</p> <p>Professional development for teachers and staff is an integral part of this initiative. It ensures that educators are equipped not only with the skills to teach character education effectively but also with strategies to foster an environment where every student feels cared for and valued. This professional training helps educators support students in feeling safe, included, and comfortable to seek help when needed.</p> <p>The schoolwide basis for these actions is justified because the issues addressed—like safety perceptions, cleanliness, and feelings of inclusion—impact the entire student body and the overall school climate.</p>	<p>Percentage of students who report a positive perception of the school climate based on the annual Climate Survey</p>

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$2,319,924	\$306,600	13.216%	7.112%	20.328%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$471,594.00				\$471,594.00	\$379,094.00	\$92,500.00

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
This table was automatically populated from this LCAP.															
1	1.1	Family Engagement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.2	Educational Partner Communication	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	July 2024-June 2027	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00
1	1.3	Targeted Student Group Parent Volunteer Recruitment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	July 2024-June 2027	\$38,000.00	\$5,000.00	\$43,000.00				\$43,000.00
2	2.1	Implement a Targeted Reading Intervention Program	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024-June 2027	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00
2	2.2	Certificated Instructional Coach/Classified Paraprofessional Staffing	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$341,094.00	\$0.00	\$341,094.00				\$341,094.00
2	2.3	Instructional Training/Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024-June 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Fostering a Culture of Literacy on Campus	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00
2	2.5	Assessment Planning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00
3	3.1	Implement Targeted Reading Intervention	English	Learners	Yes	LEA-wide	English Learners	All Schools	July 2024-June 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
3	3.2	Math Tutoring and Support Services	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: New Jerusalem Charter 3rd-8th	August 2024-June 2025	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
3	3.3	Professional Development for Educators in ELD practices.	English	Learners	Yes	LEA-wide	English Learners	Specific Schools: New Jerusalem Charter 1st-8th		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
3	3.4	Integrate PBIS to Reduce Suspension Rates	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	July 2024-June 2027	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00
3	3.5	Character Program and Professional Development:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	July 2024-June 2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$2,319,924	\$306,600	13.216%	7.112%	20.328%	\$471,594.00	0.000%	20.328 %	Total:	\$471,594.00
								LEA-wide Total:	\$471,594.00
								Limited Total:	\$0.00
								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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.2	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	\$9,000.00	
1	1.3	Targeted Student Group Parent Volunteer Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	\$43,000.00	
2	2.1	Implement a Targeted Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,500.00	
2	2.2	Certificated Instructional Coach/Classified Paraprofessional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$341,094.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Instructional Training/Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.4	Fostering a Culture of Literacy on Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
2	2.5	Assessment Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.1	Implement Targeted Reading Intervention	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
3	3.2	Math Tutoring and Support Services	Yes	LEA-wide	English Learners Low Income	Specific Schools: New Jerusalem Charter 3rd-8th	\$2,500.00	
3	3.3	Professional Development for Educators in ELD practices.	Yes	LEA-wide	English Learners	Specific Schools: New Jerusalem Charter 1st-8th	\$10,000.00	
3	3.4	Integrate PBIS to Reduce Suspension Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	\$12,000.00	
3	3.5	Character Program and Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,586,653.00	\$1,586,653.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Instructional Training & Compliance	Yes	\$12,439.00	\$12,439.00
1	1.2	Assessment Planning	Yes	\$89,249.00	\$89,249.00
1	1.3	Intervention/Remediation	Yes	\$111,359.00	\$11,1359.00
1	1.4	Supplemental Materials and Events	Yes	\$4,750.00	\$4,750.00
1	1.5	ELA/ELD Instruction	Yes	\$22,420.00	\$22,420.00
1	1.6	Certificated/Classified Staffing	No	\$839,677.00	\$83,9677.00
1	1.7	Core Curriculum	No	\$54,346.00	\$54,346.00
1	1.8	Certificated Staffing/Special Education	No	\$268,874.00	\$26,8874.00
2	2.1	Educational Partner Communication, Engagement and Training	Yes	\$6,439.00	\$6,439.00
2	2.2	Maintain Positive School Culture	Yes	\$14,400.00	\$14,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Improve Student Attendance and Engagement	Yes	\$1,300.00	\$1,300.00
2	2.4	Provide Robust Learning Environment	Yes	\$160,900.00	\$160,900.00
2	2.5	Attendance Systems	No	\$500.00	\$500.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$380,432	\$257,356.00	\$257,356.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Instructional Training & Compliance	Yes	\$7,439.00	\$7,439.00		
1	1.2	Assessment Planning	Yes	\$89,249.00	\$89,249.00		
1	1.3	Intervention/Remediation	Yes	\$111,359.00	\$111,359.00		
1	1.4	Supplemental Materials and Events	Yes	\$4,750.00	\$4,750.00		
1	1.5	ELA/ELD Instruction	Yes	\$22,420.00	\$22,420.00		
2	2.1	Educational Partner Communication, Engagement and Training	Yes	\$6,439.00	\$6,439.00		
2	2.2	Maintain Positive School Culture	Yes	\$14,400.00	\$14,400.00		
2	2.3	Improve Student Attendance and Engagement	Yes	\$1,300.00	\$1,300.00		
2	2.4	Provide Robust Learning Environment	Yes				

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)
\$2,295,354	\$380,432	1.75%	18.324%	\$257,356.00	0.000%	11.212%	\$163,244.69	7.112%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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