

# LCFF Budget Overview for Parents

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

CDS Code: 39-68627-6042436

School Year: 2024-25

LEA contact information:

Don Patzer

Director of Ed. Services

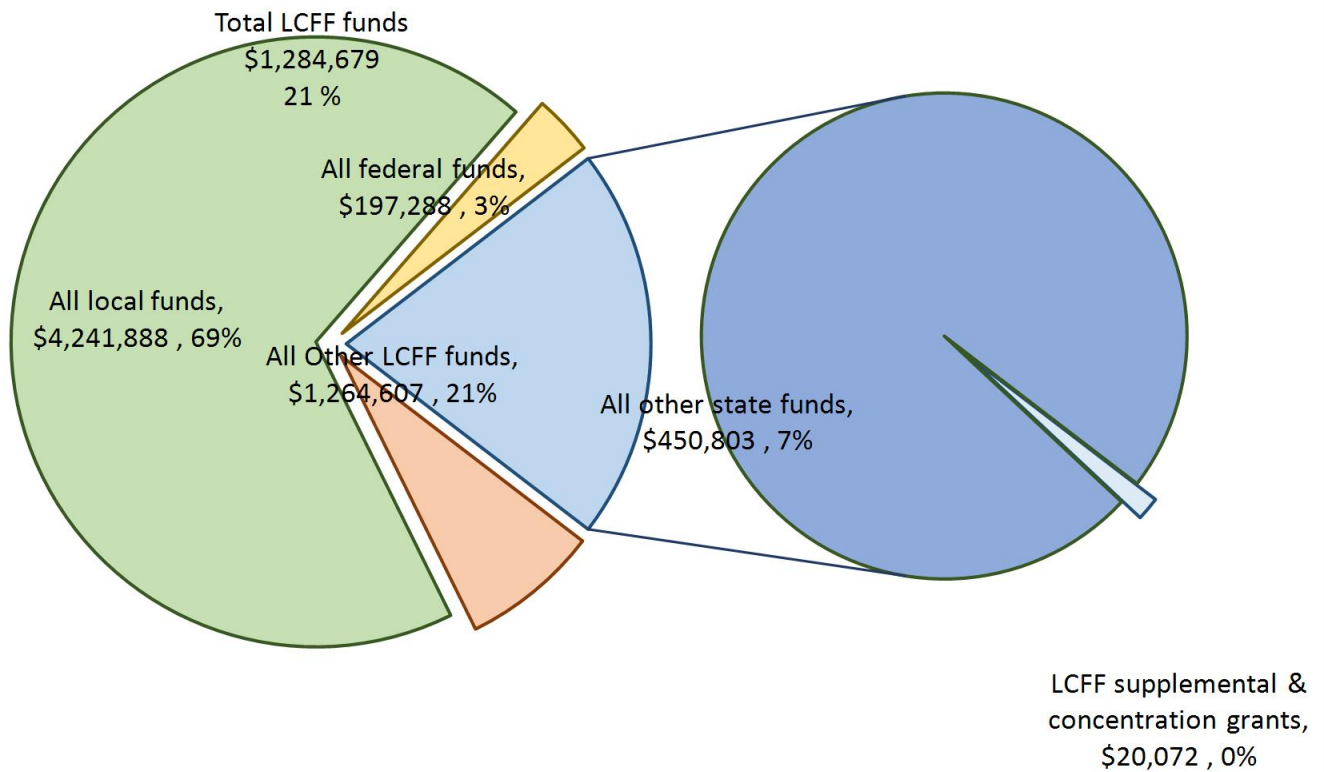
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

### Projected Revenue by Fund Source

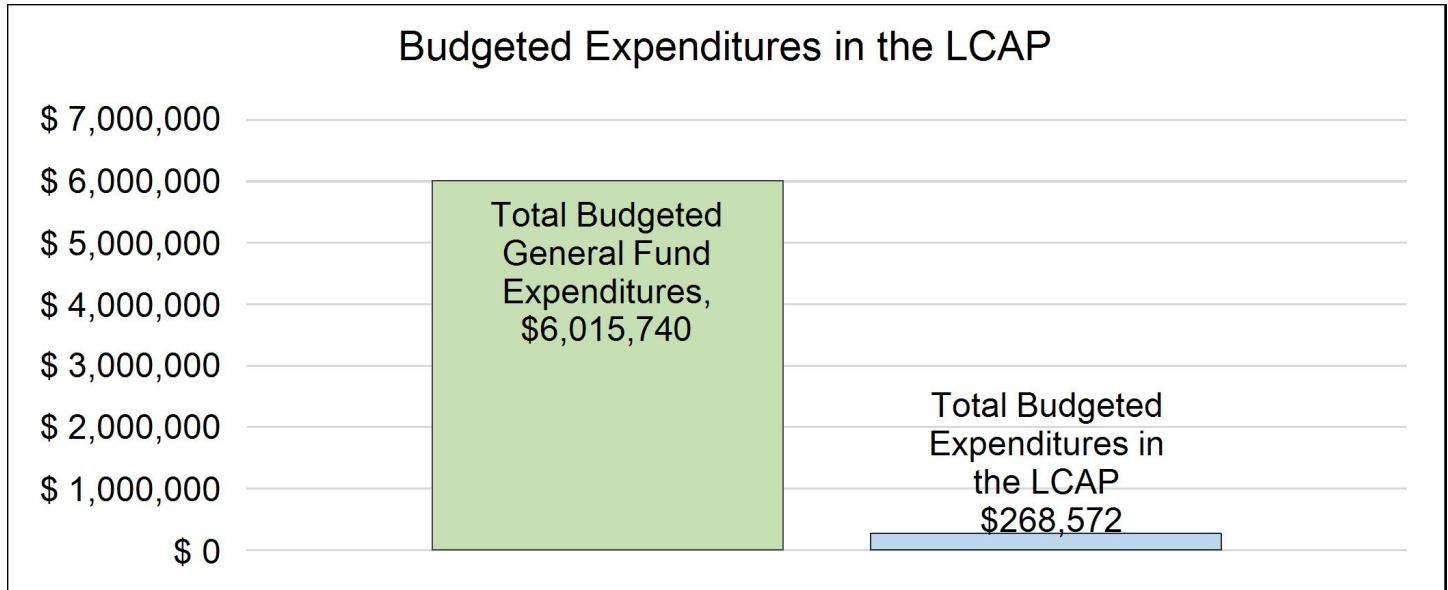


This chart shows the total general purpose revenue New Jerusalem Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Jerusalem Elementary School District is \$6,174,658, of which \$1,284,679 is Local Control Funding Formula (LCFF), \$450,803 is other state funds, \$4,241,888 is local funds, and \$197,288 is federal funds. Of the \$1,284,679 in LCFF Funds, \$20,072 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 School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Jerusalem Elementary School District plans to spend \$6,015,740 for the 2024-25 school year. Of that amount, \$268,572 is tied to actions/services in the LCAP and \$5,747,168 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

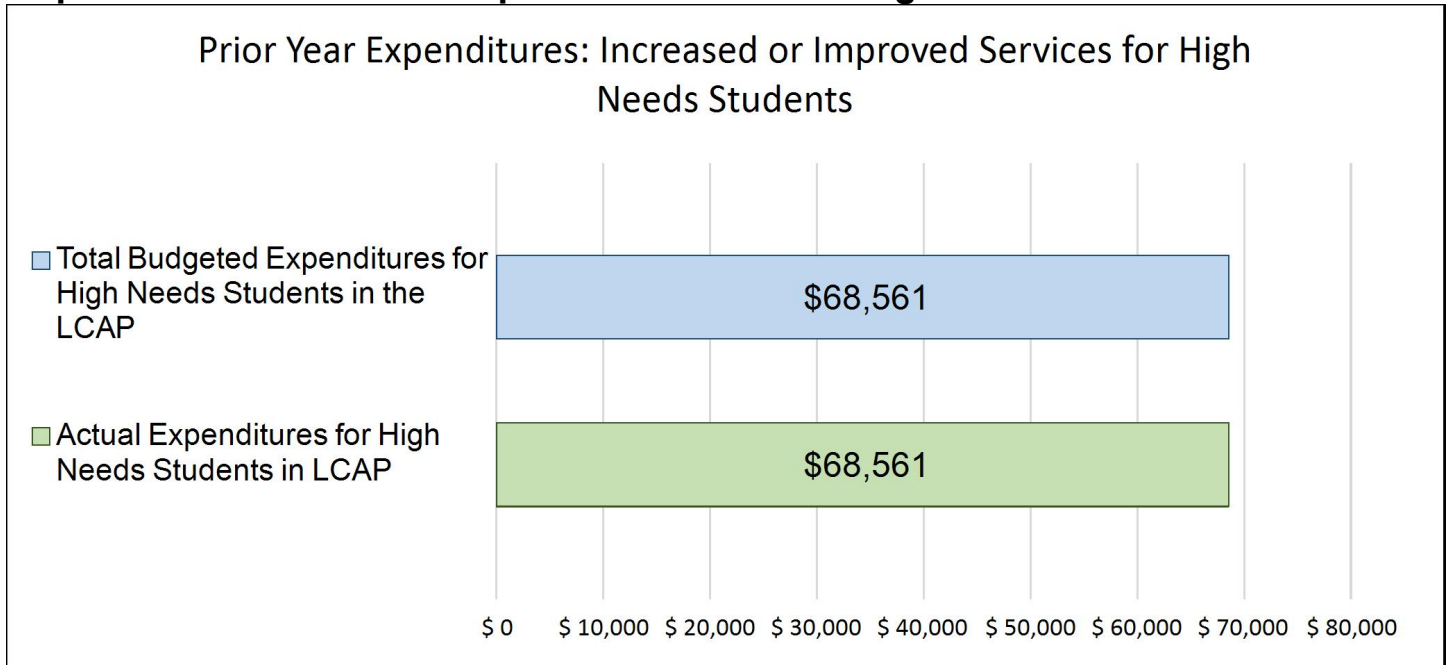
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses, District Infrastructure and District Transportation Expenses.

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

In 2024-25, New Jerusalem Elementary School District is projecting it will receive \$20,072 based on the enrollment of foster youth, English learner, and low-income students. New Jerusalem Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. New Jerusalem Elementary School District plans to spend \$25,072 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 School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Jerusalem Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, New Jerusalem Elementary School District's LCAP budgeted \$68,561 for planned actions to increase or improve services for high needs students. New Jerusalem Elementary School District actually spent \$68,561 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 School District	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.6363 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% (2020-2021 CALPADS and SARC)	100% (2021-2022 SARC)	100% (2021-2022 CalSAAS)	100% (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 dated September 14, 2021)	100% (August 30, 2022 William's Act Site Visit)	100% (August 28, 2023, William's Act Site Visit)	100% August 28, 2023, William's Act Site Visit)
1c. Percentage of School Facilities maintained and in good repair.	100% (2020-2021 SARC, FIT Tool)	100% (2021-2022 SARC, FIT Tool)	100% (2022-2023 SARC, FIT Tool)	100% 2023-2024 SARC, FIT Tool)	100% (2023-2024 SARC, FIT Tool)
2a. LCFF Priority 2 rating on Self - Reflection Tool of the	LCFF Priority 2/ Question #1 -	LCFF Priority 2/ Question #1 -	LCFF Priority 2/ Question #1 -	LCFF Priority 2/ Question #1 -	LCFF Priority 2/ Question #1 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of SBE Adopted 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>Rate the LEA's progress in providing 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 - 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>Rate the LEA's progress in providing 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 - 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>Rate the LEA's progress in providing 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 - 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</p>	<p>Rate the LEA's progress in providing 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  LCFF Priority 2 / Question #2 - 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</p>	<p>Rate the LEA's progress in providing 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 - 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: ---4	History-Social Science: ---5
4a. Percentage of Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment	<p>May 2021 (Spring Term) Growth Math</p> <p>Meet or Exceed Grade Standard= 32% Mean RIT = 151.4</p> <p>May 2021 (Spring Term) MAP Reading Fluency Assessments that Met or Exceeded Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness = 48% Phonics/Word Recognition = 37% Listening Comprehension = 74% Picture Vocabulary = 58% Oral Reading Skills Oral Reading Fluency = 0%</p> <p>(2020-21 NWEA Data results)</p>	<p>May 2022 (Spring Term) Growth Math</p> <p>Meet or Exceed Grade Standard =39% Mean RIT = 151</p> <p>May 2022 (Spring Term) MAP Reading Fluency Assessments that Met or Exceeded Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness = 87% Phonics/Word Recognition =50% Listening Comprehension =83% Picture Vocabulary =83% Oral Reading Skills Oral Reading Fluency =0%</p> <p>(2021-22 NWEA Data results)</p>	<p>May 2023 (Spring Term) Growth Math</p> <p>Meet or Exceed Grade Standard = 57% Mean RIT = 154.4</p> <p>May 2023 (Spring Term) MAP Reading Fluency Assessments that Met or Exceeded Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness = 57% Phonics/Word Recognition =70% Listening Comprehension =61%</p> <p>Picture Vocabulary =78%</p>	<p>May 2024(Spring Term) Growth Math</p> <p>Meet or Exceed Grade Standard = 42% Mean RIT = 159.4</p> <p>May 2024 (Spring Term) MAP Reading Fluency Assessments that Met or Exceeded Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness = 84% Phonics/Word Recognition = 85% Listening Comprehension = 77%</p> <p>Picture Vocabulary = 85%</p>	<p>May 2024 (Spring Term) Growth Math</p> <p>Meet or Exceed Grade Standard = 90% Mean RIT =</p> <p>May 2024 (Spring Term) MAP Reading Fluency Assessments that Met or Exceeded Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness = 100% Phonics/Word Recognition =100% Listening Comprehension =100% Picture Vocabulary =100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Oral Reading Skills Oral Reading Fluency =0%  (2022-23 NWEA Data results)	Oral Reading Skills Oral Reading Fluency = No Data Available  (2023-24 Spring NWEA Data results)	Oral Reading Skills=100%  Oral Reading Fluency = No Data Available  (2023-24 NWEA Data results)
4e. Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.	100%  (2018-2019 Summative ELPAC scores)	100%  (2020-2021 Summative ELPAC scores)	100%  (2021-2022 Summative ELPAC scores)	100%  (2022-2023 Summative ELPAC scores)	100%  (Summative ELPAC scores)
7a. Percentage of Kindergarten students who have access to a broad course of study to prepare them for 1st grade.	100%  (2020-2021 Master Schedule, SIS, Beyond SST, CALPADS)	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, Clever)	100%  (Master Schedule, SIS, CALPADS, Clever )
7b. Programs and Services developed and provided to Low Income, English Learner and Foster Youth students	N/A  Metric added for the 2022-2023 year	100%  (2021-2022 Master Schedule, Instructional Minutes, SIS, CALPADS)	100%  (2022-2023 Master Schedule, Instructional Minutes, SIS, CALPADS)	100%  (2023-2024 Master Schedule, Instructional Minutes, SIS, CALPADS)	100%  (2023-2024 Master Schedule, Instructional Minutes, SIS, CALPADS)
7c. Programs and Services developed and provided to	N/A	100%	100%	100%	100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities	Metric added for the 2022-2023 year	(2021-2022 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	(2022-2023 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	(2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	(2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)
8a. Percentage of Kindergarten students who participate in the NWEA Assessment	100% (2020-2021 Spring NWEA)	100% (2021-2022 Spring Term NWEA)	96% (2022-2023 Spring Term NWEA)	100% (2023-2024 Spring Term NWEA)	100% (2023-2024 Spring Term NWEA)

## 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.

Out of the 8 actions planned all 8 were implemented in the following manner:

Planned Action 1.1 Instructional Training & Compliance- Instructional staff received professional development, collaboration, coaching, and training, focusing on English Learners, Foster Youth, and Low-Income students. Effective skills and strategies were delivered through professional development and Instructional Coach observation and feedback.

Planned Action 1.2 Assessment Planning- The action described has proven to be highly effective, as evidenced by the outcomes reflected in the three-year ELPAC results. The comprehensive approach, which included assessment training, targeted support for English Learners, Foster Youth, and Low-Income students, and the employment of a District Data Systems Analyst, has contributed to significant progress. Specifically, the design and implementation of the Formative Assessment Plan using the Dibels Assessment tool played a critical role in this success. The fact that 100% of English Learner pupils made progress toward English proficiency over the three-year period is a clear indicator of the effectiveness of these strategies. This demonstrates that the targeted interventions and resources provided have successfully met the needs of the students, particularly those who are most vulnerable.

Planned Action 1.3 Intervention/Remediation- Offered interventions for students needing academic, social/emotional, or behavioral support. This included training for staff and parents and support programs during summer school, before school, and after school for students at risk of retention, particularly Foster Youth, Low-Income, and English Learner students.

Planned Action 1.4 Supplemental Materials and Events- Provided attendance rewards, student educational trips, parent education, ELD Adult Education Classes, guest speakers, curriculum, and student engagement activities.

Planned Action 1.5 English Learner/Instruction- An English Learner Coordinator offered training, support, and testing services. This role also promoted parent involvement and ensured that English Learners received 30 minutes each of Integrated and Designated English Language Development instruction, provided by both Certificated and Classified Staff. The curriculum adhered to ELA/ELD standards.

Planned Action 1.6 Certificated/Classified Staffing- Supported fully credentialed teachers and instructional support staff. Staffing met state requirements for Operational Services, including Custodial staff.

Planned Action 1.7 Core Curriculum- Ensured all students had access to both print and digital instructional materials that were standards-aligned and adopted by the State Board of Education.

Planned Action 1.8 Certificated Staffing/Special Education- A fully credentialed Special Education teacher provided services to meet the diverse needs of all students according to 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/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 various 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 1.2 (Assessment Planning)

Priority 8a: Percentage of Kindergarten students who participate in the NWEA Assessment.

Effectiveness: 100% of kindergarten students participated in NWEA assessments, indicating the action as effective.

Priority 4e: Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.

Effectiveness: With 100% of students

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

Priority Metric 4a: Academic Performance in Kindergarten

Effectiveness: Intended to support academic and engagement improvements. Growth in Kindergarten students meeting or exceeding standards in reading and math over the years suggests these actions were largely effective.

Planned Action 1.5 (English Learner/Instruction)

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

Priority Metric 4e: Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.

Effectiveness: 100% of English Learner pupils made progress toward English proficiency consistently across the years, indicating a clear positive impact.

Planned Action: 1.4 Supplemental Materials and Events had no material difference.

Priority Metric 4e: Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.

Effectiveness: 100% of English Learner pupils made progress toward English proficiency consistently across the years, indicating a clear positive impact.

Planned Action 1.6 (Certificated/Classified Staffing)

Priority Metric 1a: Teacher Credentials and Assignment

Effectiveness: The percentage of teachers appropriately assigned and fully credentialed remained at 100% across multiple years, showing the action was effective.

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 for Kindergarten

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 reflects a strategic pivot towards more specific, targeted, and measurable educational outcomes, particularly for younger students and underserved groups. By focusing on foundational literacy and enhancing support structures around English learners and students with special needs, the district aims to create a more equitable and effective educational environment. These changes signify a proactive approach to addressing identified gaps and leveraging data to inform educational strategies, ensuring that all students have the necessary support to succeed academically.

Goal 1: "All students will improve their academic achievement in order to meet and / or exceed grade level standards to graduate college and career ready." For the 2024-2025 LCAP we decided to move included it as Goal 3.

Changes to Actions:

Increased Focus on English Learners and Special Education: New actions specifically address the needs of English learners and students requiring special education, indicating a more inclusive approach to education.

Enhanced Family Engagement: There's an increased emphasis on family engagement, which is seen as crucial for improving student outcomes. This includes more structured opportunities for family involvement in school activities.

Data-Driven Interventions: Enhanced use of data systems to monitor student progress and adjust teaching strategies accordingly shows a commitment to evidence-based interventions.

Metric Adjustments:

There is shift towards more detailed and specific metrics, particularly around foundational literacy skills in kindergarten, showing a strategic focus on early education.

New Desired Outcomes: The introduction of more granular outcomes for metrics such as the percentage of students meeting standards in foundational literacy reflects a precision in targeting educational interventions.

The adjustments were primarily driven by data insights that pointed to specific areas needing improvement, such as literacy rates in early grades and engagement levels among English learners. Community input from families and the community played a significant role in shaping the actions, particularly around creating more engaging and inclusive school environments.

**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
<p>3a. LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Section 3: Seeking Input for Decision Making -Q #9</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase            2 - Beginning Development            3 - Initial Implementation</p>	<p>LCFF Priority 3 Self - Reflection Tool</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Q #4 - Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <p>Q #4 Rating = 4 - Full Implementation</p>	<p>LCFF Priority 3 Self - Reflection Tool</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Q#4 - Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <p>Q #4 Rating = 3 - Initial Implementation</p>	<p>LCFF Priority 3 Self - Reflection Tool</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Q1 - 5 - Full Implementation and Sustainability</p> <p>Q2 - 5 - Full Implementation and Sustainability</p> <p>Q3 - 5 - Full Implementation and Sustainability</p> <p>Q4 - 5 - Full Implementation and Sustainability</p>	<p>LCFF Priority 3 Self - Reflection Tool</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Q1 - 5 - Full Implementation and Sustainability</p> <p>Q2 - 5 - Full Implementation and Sustainability</p> <p>Q3 - 5 - Full Implementation and Sustainability</p> <p>Q4 - 5 - Full Implementation and Sustainability</p>	<p>LCFF Priority 3 Self - Reflection Tool</p> <p>Section 1: Building Relationships Between School Staff and Families</p> <p>Q1 - 5 - Full Implementation and Sustainability</p> <p>Q2 - 5 - Full Implementation and Sustainability</p> <p>Q3 - 5 - Full Implementation and Sustainability</p> <p>Q4 - 5 - Full Implementation and Sustainability</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 - Full Implementation 5 - Full Implementation and Sustainability	<p>Section 3: Seeking Input for Decision - Making</p> <p>Q #9 - Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>Q #9 Rating = 3 - Initial Implementation</p>	<p>Section 3: Seeking Input for Decision - Making</p> <p>Q #9 - Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>Q #9 Rating = 4 - Full Implementation</p> <p>(revised January 2022 LCFF Priority 3 Self - Reflection Tool)</p> <p>Based on Education Partners feedback, the complete list of 12 questions from the LCFF Priority 3 Self - Reflection Tool ratings will be included for future Year 2 and Year 3 outcomes.</p> <p>*For further information on complete list of 12 questions on Self-</p>	<p>Section2: Building Partnerships for Student Outcomes</p> <p>Q5 - 5 - Full Implementation and Sustainability</p> <p>Q6 - 5 - Full Implementation and Sustainability</p> <p>Q7 - 5 - Full Implementation and Sustainability</p> <p>Q8 - 5 - Full Implementation and Sustainability</p> <p>Section 3: Seeking Input for Decision - Making</p> <p>Q9 - 5 - Full Implementation and Sustainability</p> <p>Q10 - 5 - Full Implementation and Sustainability</p>	<p>Section2: Building Partnerships for Student Outcomes</p> <p>Q5 - 5 - Full Implementation and Sustainability</p> <p>Q6 - 5 - Full Implementation and Sustainability</p> <p>Q7 - 5 - Full Implementation and Sustainability</p> <p>Q8 - 5 - Full Implementation and Sustainability</p> <p>Section 3: Seeking Input for Decision - Making</p> <p>Q9 - 5 - Full Implementation and Sustainability</p> <p>Q10 - 5 - Full Implementation and Sustainability</p> <p>Q11 - 5 - Full Implementation and Sustainability</p>	<p>Section2: Building Partnerships for Student Outcomes</p> <p>Q5 - 5 - Full Implementation and Sustainability</p> <p>Q6 - 5 - Full Implementation and Sustainability</p> <p>Q7 - 5 - Full Implementation and Sustainability</p> <p>Q8 - 5 - Full Implementation and Sustainability</p> <p>Section 3: Seeking Input for Decision - Making</p> <p>Q9 - 5 - Full Implementation and Sustainability</p> <p>Q10 - 5 - Full Implementation and Sustainability</p> <p>Q11 - 5 - Full Implementation and Sustainability</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Reflection Tool ratings, see attached document.	Q11 - 5 - Full Implementation and Sustainability  Q12 - 5 - Full Implementation and Sustainability	Q11 - 5 - Full Implementation and Sustainability  Q12 - 5 - Full Implementation and Sustainability	Q12 - 5 - Full Implementation and Sustainability
5a. School Attendance Rate - The percentage of Students' Average Daily Attendance (ADA)	92.07%  (2020-2021 Attendance Rates, P8 SIS)  94.77% (SIS,P8, 2019-2020)	91.67%  (2021-2022 Attendance Rates, P8, SIS)	92.13%  (2022-2023, Attendance Rates, P8, SIS)	91.05%  (2023-2024, Attendance Rates, P8, SIS)	95%  (Attendance Rates, 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.	28%  (2019-2020 Chronic Absenteeism Rate CA Dashboard)	26%  (2020-2021 DataQuest)	45.50%  (2022 Dashboard)	44.4%  (2023 Dashboard)	0%  (Dashboard)
6a. The percentage of students who are suspended at least once during the academic year.	0%  (2020-2021 Pupil Suspension Rate DataQuest)	0%  (2021-2022 SIS)	0%  (2022 Dashboard)	0%  (2023 Dashboard)	0%  (2023 Dashboard)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6b. Pupil Expulsion Rate - The percentage of students who are expelled from the district during the academic year.	0% (2020 - 2021 Pupil Expulsion Rate DataQuest)	0% (2021-2022 SIS)	0% (2022 SIS)	0% (2023 SIS)	0% (SIS)
6c. Percentage of Teachers, other Staff, Parents and Students who feel the school is safe and welcoming.	95% (2019-2020 District Annual School Climate Survey)	92% (2021-2022 District Annual School Climate Survey)	84% (2022-2023 District Annual School Climate Survey)	97% (2023-2024 District Annual School Climate Survey)	100% (District Annual School 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.

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.

Action 2.3 Improve Student Attendance and Engagement had no material differences.

Action 2.4 Provide Robust Learning Environment had no material differences.

Action 2.5 Attendance Systems had no material differences.

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

During the three-year LCAP cycle, the targeted actions towards the set goal were executed as anticipated. Notable advancements were achieved in the domain of Parent and Family Engagement. 3A and 6c actions increased from baseline and were deemed effective.

Planned Action 2.1: Educational Partners Communication Engagement with Educational Partners

Priority Metric: 3a. 6c

Effectiveness: Engagement with Educational Partners has been considered effective, as evidenced by heightened satisfaction levels among partners and superior evaluations on the self-reflection tool, specifically in section 3a.

Planned Action 2.2: Maintain a Positive School Culture

Priority Metric:6c

Effectiveness: The data shows a general trend of improvement in the perception of safety and welcoming environment at the school, despite a dip in the 2022-2023 school year. The percentage increased significantly from 84% in 2022-2023 to 97% in 2023-2024. This upward trend suggests that the actions implemented to create a safe and welcoming environment have been effective overall.

### Planned Action 2.3: Improve Student Attendance and Engagement

Priority Metric: 5a, 5b

Effectiveness: The actions taken to improve attendance rates and reduce chronic absenteeism have had mixed effectiveness. While there was some improvement in ADA from 2021-2022 to 2022-2023, the overall trend shows a decline, and the desired ADA of 95% has not been reached. Chronic absenteeism has increased, indicating that the strategies implemented were not effective in addressing this issue. Next steps include Implementing targeted interventions for students at risk of chronic absenteeism, and a more robust SART and SARB process to identify the root cause for chronic absentee students. Engage with families to understand and mitigate barriers to regular attendance and monitor and adjust attendance improvement strategies based on ongoing feedback and data analysis.

### Planned Action 2.5: Attendance Systems

Priority Metric: 6c

Effectiveness: The data shows a general trend of improvement in the perception of safety and welcoming environment at the school, despite a dip in the 2022-2023 school year. The percentage increased significantly from 84% in 2022-2023 to 97% in 2023-2024. This upward trend suggests that the actions implemented to create a safe and welcoming environment have been effective overall.

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.

Goal for 2024-2025: Collaborate with families and educational partners through strategic initiatives to maintain strong partnerships and engaging and safe learning environments.

### Changes and Reflections Based on Prior Practice

For the 2024-2025 school year, this goal has moved to goal to Goal 1. Based on reflections from previous years, the school has made several strategic additions to enhance family engagement and educational partner communication.

### Improve Student Attendance and Engagement:

Next steps include Implementing targeted interventions for students at risk of chronic absenteeism, and a more robust SART and SARB process to identify the root cause for chronic absentee students. Engage with families to understand and mitigate barriers to regular attendance and monitor and adjust attendance improvement strategies based on ongoing feedback and data analysis.

### Family Engagement:

New initiatives include school-wide monthly volunteer opportunities, monthly DELAC meetings, and a budget for supplies for events. Additionally, the school plans to introduce attendance incentives and behavioral incentive assemblies such as BMX shows, Anti-Bullying events, Pet Shows, Food trucks, and monthly prizes. To further engage parents, the school will host parent engagement days through monthly multicultural celebrations featuring activities like art and music. Significant events such as the Falcon Country Festival (Spring), Hispanic Heritage Night (Fall), College and Career Day, and College Week have also been added. These changes are driven by the need for more frequent and varied engagement opportunities to maintain high levels of family and community involvement, as identified through reflections from previous years.

#### Educational Partner Communication:

To improve communication, the school will implement Parent Square, offer Aeries training for staff and families, and provide translation devices for office and classroom use. There will also be a contract for legally translating Special Education documents (including IEP documentation and assessment data), and training for bilingual interpreters for IEP and 504 needs. Additionally, translation services for IEP and 504 Plans will be offered, and devices and personnel will be provided at school activities to assist with registration and communication portal usage. These additions address feedback indicating a need for improved communication methods and support for non-English-speaking families, aiming to enhance accessibility and engagement for all families, particularly those facing language barriers.

#### Targeted Student Group Parent Volunteer Recruitment:

New actions include funding a bilingual paraprofessional, establishing a parent communication portal with integrated translations, and conducting parent outreach through information nights and recruitment events. The reason for these changes stems from the recognition of the importance of targeted support for specific student groups, particularly English Learners, Foster Youth, and Low-Income students. These actions are designed to foster greater involvement and support for these groups.

#### New Metrics for 2024-2025:

##### Family Engagement:

**Participation Rates:** Monitor the number of participants in monthly volunteer opportunities, DELAC meetings, and multicultural events.

**Climate Survey Results:** Track the percentage of teachers, staff, parents, and students who feel the school is safe and welcoming, aiming to maintain or exceed 97%.

**Event Attendance:** Record attendance at key events such as Falcon Country Festival, Hispanic Heritage Night, College and Career Day, and College Week.

##### Educational Partner Communication:

**Usage Statistics:** Measure the adoption and use of Parent Square and Aeries training by staff and families.

**Translation Service Utilization:** Track the number of documents translated and the use of translation devices and services.

**Feedback from Families:** Collect feedback from non-English-speaking families regarding the effectiveness of communication improvements.

##### Targeted Student Group Parent Volunteer Recruitment:

Volunteer Participation: Monitor the involvement of bilingual paraprofessionals and parent volunteers in school activities.  
Engagement Metrics: Measure the success of outreach efforts through the number of attendees at information nights and recruitment events.  
Support Metrics: Assess the impact on English Learners, Foster Youth, and Low-Income students through academic and behavioral improvements.

**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](mailto: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 School District	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.6363 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.

Established in 1876, New Jerusalem Elementary School District (NJESD) is located in the agricultural areas of southern San Joaquin County, near Tracy. The district has a diverse group of 24 Kindergarten students with various backgrounds and needs. It operates one Kindergarten class that feeds into New Jerusalem Charter School, which serves Grades 1-8. This public charter school is overseen by the New Jerusalem School District and its board, which develops a Local Control and Accountability Plan (LCAP) to address the specific needs of its students and community.

Our mission is to create an intellectually stimulating environment that encourages responsibility, respect, independent thought, and academic achievement. We are committed to fostering a positive learning atmosphere where students can reach their full academic potential, as assessed by state English Language Proficiency Assessments for California (ELPAC) and local Measures of Academic Progress (MAP) evaluations. NJESD is dedicated to student success, offering strong academic instruction, targeted interventions, and comprehensive support through in-school, after-school, and summer programs.

The latest California Dashboard data shows that New Jerusalem Elementary serves a community facing various socio-economic challenges. With an enrollment of just 24 kindergarteners, the school strives to overcome educational barriers. The student demographics reveal that 58.3% come from socioeconomically disadvantaged backgrounds, 29.2% are English Learners, 4.2% are Foster Youth, 8.3% are homeless, and 21% are students with disabilities.

### Reflections: Annual Performance

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

In 2023, chronic absenteeism remains a significant issue at New Jerusalem Elementary, with a high rate of 44.4%. However, there has been a slight improvement with a 1% decrease. This reflects ongoing challenges influenced by personal and familial issues affecting regular school



attendance. On a positive note, the school has achieved a commendable 0% suspension rate, indicating minimal disruptions and a conducive learning environment.

Locally, New Jerusalem Elementary has met standards across critical areas, indicating effective implementation of a tailored curriculum for its small student body. Community feedback from the Local Climate Survey highlights active community involvement and support for the school's initiatives. The school offers a broad course of study supported by qualified teachers, aligned instructional materials, and well-maintained facilities, showcasing a comprehensive educational approach.

#### Phonological Awareness

Level 0 0% - Below  
Level 1 0% - Approaching  
Level 2 15% - Meets  
Level 3 38% - Exceeds  
Level 4 46% - Exceeds  
Level 5 0% - Exceeds

#### Phonics / Word Recognition

Level 0 0% - Below  
Level 1 0% - Approaching  
Level 2 15% - Meets  
Level 3 31% - Exceeds  
Level 4 45% - Exceeds  
Level 5 0% - Exceeds

#### Listening Comprehension

Below 0%  
Approaching 23%  
Meets 23%  
Exceeds 54%

#### Picture Vocabulary

Below 0%  
Approaching 15%  
Meets 23%  
Exceeds 62%

#### May 2024 (Spring Term) Growth Math -

Low 14%  
Low Average 14%  
Average 29%

High Average 21%  
High 21%

## Reflections: Technical Assistance

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

Not Applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not Applicable

### ***Support for Identified Schools***

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

Not Applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Groups	Throughout the year, DELAC members attended meetings where they were briefed on LCAP goals and priorities and offered their feedback. This feedback highlighted the need to enhance the partnership between the school and parents, create more volunteer opportunities, and improve communication in languages other than English. The Multicultural Committee contributed suggestions for improvements to the kindergarten program. These meetings coincided with our Hispanic Night in September. Parents suggested that the school should provide clearer communication. Additionally, our Parent's Club/Advisory Committee gave their input via the annual climate survey in April and reviewed the LCAP during our annual Open House. The predominant concern among parents was the communication about their child's academic progress.
Parents/Students and Certificated and Other Personnel	Families/Staff and Students provided LCAP input through the climate survey in April on improvements they would like from the kindergarten program.
Teachers/Bargaining Unit	Teacher/Bargaining Unit review the of the LCAP provided input through the climate survey in April.
Administrator/Principal	The principal provided input throughout the year in goal and action service development.
Additional Education Partners	Partners were offered the opportunity to provide input during the Mid-Year Report, Public Hearing on June 24th, and Board Adoption Meeting on June 25th.
NJESD Governing Board	Our Board provided the opportunity to provide input during the Mid-Year Report, Public Hearing, and Board Adoption meetings.

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

Over the past year, parents, staff, students, and the Bargaining Unit provided valuable feedback on the Local Control and Accountability Plan (LCAP) through meetings, surveys, and reviews. Here's how their input shaped the LCAP goals:

### Goal 1: Strengthen Partnerships and Create Safe Learning Environments

#### How Feedback Helped:

Parents: Overall parents requested for better family involvement and communication during meetings and surveys. They wanted more opportunities to be part of their children's education and clearer, more frequent updates from the school.

Actions Taken: This goal was developed to address these concerns, focusing on creating stronger connections with families and making communication more effective.

### Goal 2: Improve Literacy Skills in Students

#### How Feedback Helped:

Teachers and Administrators: They emphasized the need for better reading programs and phonics-based teaching methods during professional development sessions and meetings. They identified these as critical areas for improvement.

Actions Taken: This goal reflects their recommendations by including targeted reading interventions and phonics instruction to improve students' literacy skills.

### Goal 3: Enhance Academic Achievement in Kindergarten

#### How Feedback Helped:

Site Administrators and Climate Survey: They pointed out the need for high-quality instructional materials and more learning opportunities to help students achieve grade-level standards. Survey results supported this, showing the importance of focusing on foundational skills.

Actions Taken: This goal focuses on providing better resources and learning opportunities to help kindergarten students succeed academically.

#### Using Survey Results:

The Climate Survey collects feedback from students, parents, and staff, providing a clear picture of what's needed. This information ensures that the LCAP goals address the real concerns and needs of the community.

Overall, the active involvement of families and educators makes the LCAP a dynamic and responsive plan that supports student success and well-being.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Collaborate with families and educational partners through strategic initiatives to maintain strong partnerships and engaging and safe learning environments.	Broad 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.

The LEA has developed this goal to further the engagement of families and educational partners as a fundamental component of sustaining educational excellence and creating an inclusive, supportive school environment. At New Jerusalem Elementary School, our commitment to fostering robust family relationships and enhancing family involvement is central to our educational mission. This dedication is operationalized through our strategic adherence to the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool, which benchmarks our efforts in engaging families. By achieving full implementation across all sections of this tool, we demonstrate our ongoing commitment to these partnerships.

The actions outlined in this goal are designed not just to initiate but to sustain progress by maintaining open lines of communication with families, integrating their insights into school decision-making processes, and ensuring that our learning environments remain engaging and safe for all students. This approach is intended to build trust and mutual respect, ensuring that family and community contributions continue to enrich our educational practices. By continuously involving families and partners in our strategic initiatives, we create a dynamic educational learning environment that adapts to the evolving needs of our students and community, thereby sustaining and enhancing the educational outcomes over time. Parent feedback has significantly influenced this LCAP goal, emphasizing the necessity for improved family engagement and communication strategies. Input from LCAP meetings underscored the need for direct parental involvement in education and better communication with families. Consequently, this goal's development is a direct response to these concerns, integrating parent perspectives into the strategies for enhanced family participation and communication.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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<p>3a, 3b, 3c</p>	<p>Parent and Family Engagement</p> <p>LCFF Priority 3 Self - Reflection Tool</p> <p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement Q. 2, Q.6 and Q.12:</p> <p>Section 1: Building Relationships Between School Staff and Families.</p> <p>Section 2: Building Partnerships for Student Outcomes</p> <p>Section 3: Seeking Input for Decision Making</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>(2023 LCFF Priority 3 Self - Reflection Tool and 2023 CA Dashboard)</p>	<p>Section 1: Building Relationships Between School Staff and Families Q.2</p> <p>Practices and Ratings:</p> <p>Creating welcoming environments for all families:</p> <p>5- Full Implementation and Sustainability</p> <p>Section 2: Building Partnerships for Student Outcomes Q.6:</p> <p>Practices and Ratings:</p> <p>Providing families with resources to support home learning:</p> <p>5 - Full Implementation and Sustainability</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Practices and Ratings Q12:</p> <p>Collaborative planning of family engagement activities:</p> <p>5 - Full Implementation and Sustainability</p>			<p>Section 1: Building Relationships Between School Staff and Families Q.2:</p> <p>Practices and Ratings:</p> <p>Creating welcoming environments for all families:</p> <p>5- Full Implementation and Sustainability</p> <p>Section 2: Building Partnerships for Student Outcomes Q6:</p> <p>Practices and Ratings:</p> <p>Providing families with resources to support home learning:</p> <p>5 - Full Implementation and Sustainability</p> <p>Section 3: Seeking Input for Decision-Making Q.12:</p> <p>Practices and Ratings:</p>	
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		(2023 LCFF Priority 3 Self - Reflection Tool)			Collaborative planning of family engagement activities:  5 - Full Implementation and Sustainability	
6c. Local	Counseling Services  Percentage of students who access counseling services at least once during the academic year. (Aeries SIS April 2024)	25% (Aeries SIS April 2024)			55%	
3a Local	Communication  Percentage of Educational Partner Satisfaction with Communication. (2024 Climate Survey)	ALL: 90% EL- 89% SED-91% (2024 Climate Survey)			ALL: 95% EL- 95% SED-95%	
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%	
5b	Percentage of students identified as Chronically Absent- Students who are absent from school 10% or more for the total	All:44.4% EL- 45% SED-38% (2023 Dashboard)			0%	

	number of days that they are enrolled in school.					
6a	The percentage of students who are suspended at least once during the academic year.	0% (2023 CA Dashboard)			0%	
6b	Pupil Expulsion Rate - The percentage of students who are expelled from the district during the academic year.	0% (2023-2024 SIS)			0%	
6c	Percentage of Teachers, other Staff, Parents and Students who feel the school is safe and welcoming.	97% (2023-2024 Climate Survey)			100%	

## 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"> <li>• School-wide monthly volunteer opportunities. (Parent and Family Driven)</li> <li>• Monthly DELAC Meeting</li> <li>• Budget for supplies for events including materials/supplies</li> <li>• Incentives assemblies such as BMX, Anti-Bullying, Pet Show, Food trucks, monthly prizes.</li> <li>• Parent engagement days through our monthly multicultural celebrations with activities such as art, music, to involve parents.</li> <li>• Falcon Country Festival (Spring) (Parent and Family Driven)</li> <li>• Hispanic Heritage Night (Fall) (Parent and Family Driven)</li> <li>• College and Career Day</li> <li>• College Week</li> </ul>	\$2,000.00	No
1.2	Educational Partner Communication	<ul style="list-style-type: none"> <li>• Parent Square</li> <li>• Aeries Training</li> <li>• Translation devices for office and classroom.</li> <li>• Contract to legally translate Sped documents including IEP documentation, assessment data, etc.</li> <li>• Train bi-lingual interpreters for IEP and 504 needs.</li> </ul>	\$2,000.00	No

		<ul style="list-style-type: none"> <li>• Translation Service for IEP and 504 Plans</li> <li>• Provide devices and personnel at school activities to help register, sign-up, and load info into classroom communication portals, register for Aeries.</li> </ul>		
<b>1.3</b>	Targeted Student Group Parent Volunteer Recruitment.	<ul style="list-style-type: none"> <li>• Fund a bilingual para-professional to communicate and encourage parent volunteer recruitment. Additionally, they will provide engagement and support on campus and all school events.</li> <li>• Parent communication portal with integrated translations, ensuring that all communications are accessible and comprehensible to every family. This portal serves as a centralized hub for information dissemination, facilitating seamless interaction between parents and school staff.</li> <li>• Parent outreach through dedicated parent information nights and recruitment events. (Parent and Family Driven)</li> </ul>	\$18,572.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	By the June of 20227, students are expected to have developed essential literacy skills, including phonological awareness, phonics, vocabulary, and listening comprehension, as measured by MAP assessments, DIBELS, and SIPPS.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Kindergarten is a critical stage in a child's literacy development journey. By setting a goal to ensure that all kindergarten students acquire foundational literacy skills, New Jerusalem is prioritizing early intervention to address any potential gaps or deficiencies in literacy proficiency.

Phonemic awareness, letter recognition, and basic reading comprehension are essential building blocks for future reading success. By focusing on these foundational skills, New Jerusalem Elementary School aims to provide students with a strong basis upon which to build more advanced literacy abilities in later grades. The goal is measurable through our MAP assessments, and DIBELS designed to evaluate students' literacy skills, as well as teacher observations, which provide valuable insights into individual student progress and areas for improvement. This dual approach ensures a comprehensive assessment of students' literacy development.

Setting a goal for all kindergarten students to demonstrate foundational literacy skills emphasizes New Jerusalem's commitment to equity and inclusion, ensuring that every student, regardless of background or ability, has access to the support they need to succeed academically. The data below demonstrates New Jerusalem's progress this year.

Education partners voiced a concern over foundational literacy and wanted this to be a focus of District.

Analysis of our Spring MAP data "Meets or Exceeds" rates indicates the following:

Foundational Skills Phonological Awareness = 84%

Phonics/Word Recognition = 85%

Listening Comprehension = 77%

Picture Vocabulary = 85%

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a Local	Reading Intervention Percentage of Kindergarten students participating in the Targeted Reading Intervention Program showing growth.	20% (2024 Spring MAP and DIBELS results.)			100%	
2a.	Professional Development Percentage of teachers participating in high-quality professional development.	100% (2024 Staff Climate Survey)			100%	
3b Local	Annual Literacy Engagement Activities Number of Literacy Events Planned for the Year	One event during the Academic year. (School Calendar 2023-24)			Two Events per Academic Year	
4a	MAP Achievement Percentage of Kindergarten students who meet or exceed standard on the Math	Meet or Exceed Grade Standard = 42%  Assessments that Met or Exceeded Grade Level Standard:			Meet or Exceed Grade Standard = 57%  Assessments that Met or Exceeded	

	and Foundational Skills, Phonics/Word Recognition of Academic Performance (MAP) local assessment	<p>Foundational Skills Phonological Awareness ALL- 84% EL- 66.7 SED- 77.78</p> <p>Phonics/Word Recognition = ALL- 85% EL- 50% SED- 44%</p> <p>Listening Comprehension = ALL- 77% EL-33% SED- 66%</p> <p>Picture Vocabulary = ALL- 85% EL- 50% SED-67% (2023-24 Spring MAP Data results)</p>			<p>Grade Level Standard:</p> <p>Foundational Skills Phonological Awareness ALL- 90% EL- 70% SED- 80%</p> <p>Phonics/Word Recognition = ALL- 90% EL- 55% SED- 50%</p> <p>Listening Comprehension = ALL- 80% EL-38% SED- 70%</p> <p>Picture Vocabulary = ALL- 90% EL- 55% SED-73%</p>	
4e	English Learner Proficiency Progress  Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.	100% (Aeries SIS)			100%	
4f	Reclassification Rates	0 %			10%	

	Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient "	(2023-2024 District Reclassification Criteria)				
7a	Broad Course of Study  Percentage of Kindergarten students who have access to a broad course of study to prepare them for 1st grade."	100 % (2023-2024 Master Schedule, SIS, CALPADS, Clever)			100%	
7b	Services for Unduplicated Students  Percentage of programs and services developed and provided to Socioeconomically-Disadvantaged, English Learner and Foster Youth students "	English Learner-100% Foster Youth- 100% Socioeconomically Disadvantaged- 100%  (2023-2024 Master Schedule, Instructional Minutes, SIS, CALPADS)			English Learner-100% Foster Youth-100% Socioeconomically Disadvantaged-100%	
7c	Services for 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%	
8a	Assessment Completion Rates  Percentage of Kindergarten students	100% (2023-2024 Spring MAP Data)			100%	

who participate in the MAP Assessment						
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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
2.1	Implement a Targeted Reading Intervention Program	<ul style="list-style-type: none"> <li>SIPPS Materials for Beginning Level</li> <li>Funding for a Reading Intervention paraprofessional</li> <li>Partially fund Reading Intervention Specialist</li> <li>Data collection systems such as EduClimber, MAP and DIBELS online to track and compile data.</li> </ul>	\$9,500.00	No

		<ul style="list-style-type: none"> <li>Furniture including kidney tables, seating, SMART board for reading intervention rooms.</li> <li>Touch Screen tablets for use in assessment, data collection, programming needs</li> </ul>		
<b>2.2</b>	Certificated/Classified Staff	<ul style="list-style-type: none"> <li>Fund a fully credentialed teacher</li> <li>Fund a full-time paraprofessionals</li> <li>Partially fund an instructional coach</li> <li>Partially fund a full-time custodial staff member.</li> </ul>	\$95,000.00	No
<b>2.3</b>	Instructional Training/Professional Development	<ul style="list-style-type: none"> <li>Science of Reading through County Office of Education.</li> <li>Core Consortium training and onsite coaching.</li> <li>Professional Development Institute Science of Reading Flex Course</li> </ul>	\$1,000.00	No
<b>2.4</b>	Reading Incentives	<ul style="list-style-type: none"> <li>Two Literacy Nights a year with activities, and free books.</li> <li>Reading Incentives: Science and Art assemblies, Kindles and iPads drawing for reaching certain reading milestones.</li> <li>Attendance incentives: To motivate students to attend school regularly to improve their literacy skills.</li> </ul>	\$1,000.00	No



		<ul style="list-style-type: none"> <li>• 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</li> <li>• Accelerated Reader Access</li> </ul>		
<b>2.5</b>	Assessment Planning	-MAP, ELPAC, assessment systems, training, and implementation focus on supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$1,000.00	Yes
<b>2.6</b>	English Learner/ Instruction	-Curriculum aligned with ELA/ELD standards.	\$2,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students in kindergarten will improve their academic achievement in order to meet and /or exceed grade level standards.	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)

An explanation of why the LEA has developed this goal.

New Jerusalem Elementary developed the goal of improving academic achievement for all kindergarten students to ensure every child has the foundation to succeed academically and beyond. Recognizing the critical importance of early learning, the school is committed to providing targeted support and resources to ensure kindergarten students meet or exceed grade-level standards. The action and metrics combined together are designed to improve student achievement.

May 2024 (Spring Term) Growth Math

Meet or Exceed Grade Standard = 42%

May 2024 (Spring Term) MAP Reading Fluency -

Assessments that Met or Exceeded Grade Level Standard:

Foundational Skills Phonological Awareness = 84%

Phonics/Word Recognition = 85%

Listening Comprehension = 77%

Picture Vocabulary = 85%

(2024 MAP Spring Data results)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a.	Teacher Assignments  Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching.	100%  (2023-2024 CalSAAS)			100%  (2026-2027 CalSAAS)	
1b.	Instructional Materials  Percentage of Pupils who have sufficient access to standards-aligned instructional materials.	100%  (Board Resolution No. 24-0912A September 12, 2023)			100%  (Board Resolution 2026-2027)	
2a, 2b	LCFF Priority 2 rating on Self - Reflection Tool  LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English Learners to access the CC academic content standards and ELD Standards.  (Local Indicator, LCFF Priority 2 Self - Reflection Tool)	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below  ELA: ---4 ELD: ---4 Mathematics:---3 Next Gen. Science Standards: ---3 History-Social Science: ---3			LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below  ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5	

	<p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 -Initial Implementation</p> <p>4 -Full Implementation</p> <p>5 - Full Implementation and Sustainability</p>	<p>LCFF Priority 2 / Question #2 - 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>(2023 LCFF Priority 2 Self - Reflection Tool)</p>			<p>History-Social Science: ---5</p> <p>LCFF Priority 2 / Question #2 - 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 History-Social Science: ---5</p>	
4a.	<p>MAP Achievement</p> <p>Percentage of Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment</p>	<p>Percentage of Unduplicated Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment.</p> <p>English Learners: ELA Performance: Listening Comprehension:</p>			<p>Percentage of Unduplicated Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment.</p> <p>English Learners: ELA Performance:</p>	

		<p>33.33% meet or exceed expectations.</p> <p>Picture Vocabulary: 33.33% meet or exceed expectations.</p> <p>Phonological Awareness: 66.67% meet or exceed expectations.</p> <p>Phonics Word Recognition: 50% meet or exceed expectations.</p> <p>English Learners Math: Performance: 50% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students: ELA Performance: Listening Comprehension: 44.44% meet or exceed expectations.</p> <p>Picture Vocabulary: 66.67% meet or exceed expectations.</p> <p>Phonological Awareness: 77.78% meet or exceed expectations.</p>		<p>Listening Comprehension: 33.33% meet or exceed expectations.</p> <p>Picture Vocabulary: 38% meet or exceed expectations.</p> <p>Phonological Awareness: 70% meet or exceed expectations.</p> <p>Phonics Word Recognition: 55% meet or exceed expectations.</p> <p>English Learners Math: Performance: 55% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students: ELA Performance: Listening Comprehension: 50% meet or exceed expectations.</p> <p>Picture Vocabulary: 70% meet or exceed expectations.</p> <p>Phonological Awareness: 80%</p>	
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		<p>Phonics Word Recognition: 77.78% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students: Math Performance: 62.5% meet or exceed expectations</p> <p>Foster Youth: ELA Performance: N/A Listening Comprehension: Picture Vocabulary: Phonological Awareness: Phonics Word Recognition:</p> <p>Math Performance: N/A Overall, our data indicates that our math and reading scores for unduplicated students needs improvement compared to All students. (2024 Spring MAP Data)</p>			<p>meet or exceed expectations. Phonics Word Recognition: 80% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students: Math Performance: 66% meet or exceed expectations</p> <p>Foster Youth: ELA Performance: N/A Listening Comprehension: Picture Vocabulary: Phonological Awareness: Phonics Word Recognition:</p> <p>Math Performance: N/A Overall, our data indicates that our math and reading scores for unduplicated students needs improvement compared to All students.</p>	
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1c.	Percent of school facilities that are maintained in good repair.	100% (2023-24 SARC, FIT Tool)			100%	
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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
3.1	Access to Standards-Aligned Instructional Materials.	<ul style="list-style-type: none"> <li>Standards-aligned instructional materials.</li> <li>Handwriting Workbooks.</li> <li>Reading Intervention Materials.</li> <li>Organization supplies such as agendas, binders, and notebooks.</li> </ul>	\$5,000.00	No

<p><b>3.2</b></p>	<p>Enhancing the involvement of English Language Learners with Academic Content Standards and English Language Development Standards.</p>	<ul style="list-style-type: none"> <li>• Teacher training in curriculum alignment, and EL strategies, including Benchmark ELA, the district's math curriculum, TCI History, and NGSS for Mystery and Discovery Science.</li> <li>• Mentor teacher support and regular peer observations with class coverage. Funding for a substitute 3 days per trimester.</li> <li>• To enrich the educational experience for ELs, arts education opportunities will be offered, including an Artist-in-Residence program and dance instruction through the San Joaquin County Office of Education.</li> <li>• Professional development will be provided for best practices in supporting EL students along with conferences that such as Asilomar and the Good Teaching conference, which will support our English Language learners.</li> </ul>	<p>\$3,500.00</p>	<p>Yes</p>
<p><b>3.3</b></p>	<p>Pedagogy and Assessment</p>	<ul style="list-style-type: none"> <li>• Funds will be allocated towards acquiring and maintaining the necessary assessment tools, such as MAP, DIBELS, and Benchmark curriculum. This includes licensing fees, software updates, and any additional resources required for the administration and scoring of the MAP assessments.</li> <li>• Funding for professional development opportunities in math and reading for kindergarten teacher.</li> <li>• Materials and supplies for small group instruction, one-on-one tutoring, and targeted interventions based on students' specific needs as identified through the MAP assessments.</li> <li>• Technology and Instructional resources that support kindergarten students' learning in math and reading.</li> </ul>	<p>\$7,000.00</p>	



3.4	Expanded Learning Opportunities	<ul style="list-style-type: none"> <li>• Summer school will be established to provide additional academic support and enrichment opportunities for students during the summer months.</li> <li>• Before and after school care services will be offered to accommodate the needs of working parents and ensure that students have a safe and supportive environment outside of regular school hours.</li> <li>• Enrichment opportunities will be established to provide students with opportunities to explore their interests and talents outside of the regular classroom setting.</li> </ul>	\$50,000.00	No
3.5	Data Systems Specialist/Credential Analyst	- Supports the Director of Data Systems by providing student academic and attendance data to site administrators and teachers so they can make informed decisions regarding their students.	\$65,000.00	No
3.6	Program Specialist	This role ensures that these students have access to the necessary resources and support, such as assistive technologies and curriculum modifications, enabling them to fully participate in their education. By developing personalized strategies and interventions, the Program Specialist helps improve academic performance and engagement among students with disabilities.	\$6,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$20,072.00	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.938%	0.000%	\$\$0.00	10.938%

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
1.3	<p><b>Action:</b> Targeted Student Group Parent Volunteer Recruitment.</p> <p><b>Need:</b> New Jerusalem's Chronic Absenteeism is All:44.4% EL- 45% SED-38%</p>	<p>These actions are implemented to ensure consistent support for English Learners, Foster Youth, and socioeconomically disadvantaged students. This approach promotes equity by providing all students with the resources needed to overcome barriers to success. These actions are being provided LEA wide to maximize benefit for all students.</p>	<p>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.</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>In review of this data there is a need to decrease chronic absenteeism for English Learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Funding a bilingual paraprofessional and a parent communication portal with translation features directly addresses communication challenges, enhancing parental engagement, which is proven to boost student achievement. This broad application is the most effective use of funds, as it addresses systemic issues.</p> <p>Research shows that increased parental involvement, supported by clear communication, significantly improves outcomes for underserved students. Alternatives, like a more robust SARB process were considered but would not address the widespread needs effectively. Past experiences reinforce the benefits of a schoolwide strategy in fostering inclusivity.</p> <p>These actions are expected to positively impact Metric 4A, which tracks parent engagement, by improving attendance, reducing chronic absenteeism, and enhancing academic performance among unduplicated pupils.</p> <p>This strategy ensures that funds are used efficiently to support the most vulnerable students while benefiting the entire school community.</p>	
2.5	<p><b>Action:</b> Assessment Planning</p> <p><b>Need:</b> Percentage of Unduplicated Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment. English Learners: ELA Performance:</p>	<p>Overall, the interventions based on this data are aimed not only at addressing immediate academic deficiencies but also at laying a solid foundation for long-term educational success. Implementing these actions LEA-wide ensures that all students have equal access to quality education and resources, promoting equity and excellence across the board.</p>	<p>4a. Percentage of Unduplicated Kindergarten students who meet or exceed standard on the Math and 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>Listening Comprehension: 33.33% meet or exceed expectations.  Picture Vocabulary: 33.33% meet or exceed expectations.  Phonological Awareness: 66.67% meet or exceed expectations.  Phonics Word Recognition: 50% meet or exceed expectations.</p> <p>English Learners Math: Performance:  50% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students:  ELA Performance:  Listening Comprehension: 44.44% meet or exceed expectations.  Picture Vocabulary: 66.67% meet or exceed expectations.  Phonological Awareness: 77.78% meet or exceed expectations.  Phonics Word Recognition: 77.78% meet or exceed expectations</p> <p>Socioeconomically Disadvantaged Students:  Math Performance:  62.5% meet or exceed expectations</p> <p>Foster Youth: ELA Performance: N/A  Listening Comprehension:  Picture Vocabulary:  Phonological Awareness:  Phonics Word Recognition:</p> <p>Math Performance: N/A  Overall, our data indicates that our math and reading scores for unduplicated students needs improvement compared to All students.  (2024 Spring MAP Data)</p>	<p>This action is the best use of funds to ensure that all student (LOOK AT 1.3)</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
	<b>Scope:</b> LEA-wide		

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>2.6</b>	<p><b>Action:</b> English Learner/ Instruction</p> <p><b>Need:</b> Based on the Winter 2024 MAP data for English Learners students, there is a significant need for targeted interventions in both ELA and Math. For English Learners, only 33.33% meet expectations in Listening Comprehension, and 66.67% fall below expectations in Picture Vocabulary. While 66.67% exceed expectations in Phonological Awareness, 50% meet or exceed in Phonics Word Recognition. Math performance shows an equal split with 50% above norm and 50% below.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	By investing in curriculum aligned with ELA/ELD standards, we are investing in the success of our English Learner students and ensuring that they have the tools and support necessary to thrive academically. This action addresses critical needs identified in our CA Dashboard data and aligns with our commitment to providing a high-quality education for English Learner students.	4a. Percentage of Kindergarten students who meet or exceed standard on the Math and Reading Measures of Academic Performance (MAP) local assessment.
<b>3.2</b>	<p><b>Action:</b> Enhancing the involvement of English Language Learners with Academic Content</p>	Kindergarten students entering with limited English proficiency often face challenges compared to	4a. Percentage of Kindergarten students who meet or exceed standard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Standards and English Language Development Standards.</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>their English-speaking peers. This can impact their ability to participate meaningfully and equally in educational programs. Research indicates that English learner students, constituting a significant portion of public-school enrollees, require appropriate language assistance services to achieve proficiency and succeed academically. Without these services, there is a risk of these students falling behind, as initial English proficiency is a strong predictor of future academic achievement.</p> <p>Providing additional support for English Learner (EL) students ensures equal access to the curriculum and helps close achievement gaps. Key actions include providing standards-aligned instructional materials and facilitating engagement with Academic and English Language Development Standards.</p> <p>These actions are expected to positively impact Metric 4a by improving EL students' curriculum access and engagement, leading to better academic outcomes and increased family involvement.</p>	<p>on the Math and Reading Measures of Academic Performance (MAP) local assessment.</p>

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 %)
Totals	\$183,507.00	\$20,072.00	10.938%	0.000%	10.938%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$201,072.00	\$67,500.00	\$0.00	\$0.00	\$268,572.00	\$98,072.00	\$170,500.00

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	Planned Percentage of Improved Services
1	1.1	Family Engagement	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.2	Educational Partner Communication	All Students with Disabilities English Language Learners	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.3	Targeted Student Group Parent Volunteer Recruitment.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$18,072.00	\$500.00	\$18,572.00				\$18,572.00	
2	2.1	Implement a Targeted Reading Intervention Program	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$9,500.00	\$8,000.00	\$1,500.00			\$9,500.00	
2	2.2	Certificated/Classified Staff	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$95,000.00	\$95,000.00				\$95,000.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Instructional Training/Professional Development	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.4	Reading Incentives	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.5	Assessment Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.6	English Learner/ Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.1	Access to Standards-Aligned Instructional Materials.	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
3	3.2	Enhancing the involvement of English Language Learners with Academic Content Standards and English Language Development Standards.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$3,000.00	\$500.00	\$3,500.00				\$3,500.00	
3	3.3	Pedagogy and Assessment					All Schools Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$0.00	\$7,000.00	\$2,000.00	\$5,000.00			\$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ten									
3	3.4	Expanded Learning Opportunities	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$6,000.00	\$44,000.00		\$50,000.00			\$50,000.00	
3	3.5	Data Systems Specialist/Credential Analyst	All	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
3	3.6	Program Specialist	Students with Disabilities	No			Specific Schools: New Jerusalem Kindergarten	July 2024-June 2027	\$6,000.00	\$0.00		\$6,000.00			\$6,000.00	

# 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]
\$183,507.00	\$20,072.00	10.938%	0.000%	10.938%	\$25,072.00	0.000%	13.663 %	<b>Total:</b>	\$25,072.00
								<b>LEA-wide Total:</b>	\$19,572.00
								<b>Limited Total:</b>	\$5,500.00
								<b>Schoolwide Total:</b>	\$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	1.3	Targeted Student Group Parent Volunteer Recruitment.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Kindergarten	\$18,572.00	
2	2.5	Assessment Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Kindergarten	\$1,000.00	
2	2.6	English Learner/ Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: New Jerusalem Kindergarten	\$2,000.00	
3	3.2	Enhancing the involvement of English Language Learners with Academic Content Standards and English Language Development Standards.	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: New Jerusalem Kindergarten	\$3,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$262,119.00	\$262,119.00

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	\$12,728.00	\$12,728.00
1	1.2	Assessment Planning	Yes	\$6,380.00	\$6,380.00
1	1.3	Intervention/Remediation	Yes	\$42,335.00	\$42,335.00
1	1.4	Supplemental Materials and Events	Yes	\$1,868.00	\$1,868.00
1	1.5	English Learner/ Instruction	Yes	\$10,500.00	\$10,500.00
1	1.6	Certificated/Classified Staffing	No	\$88,459.00	\$88,459.00
1	1.7	Core Curriculum	No	\$16,420.00	\$16,420.00
1	1.8	Certificated Staffing/Special Education	No	\$35,735.00	\$35,735.00
2	2.1	Educational Partners Communication, Engagement and Training	Yes	\$1,381.00	\$1,381.00
2	2.2	Maintain Positive School Culture	Yes	\$3,500.00	\$3,500.00

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	\$1,500.00	\$1,500.00
2	2.4	Provide Robust Learning Environment	Yes	\$38,163.00	\$38,163.00
2	2.5	Attendance Systems	No	\$3,150.00	\$3,150.00

# 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)
\$40,348.00	\$68,561.00	\$68,561.00	\$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)
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	\$11,178.00	\$11,178.00		
1	1.2	Assessment Planning	Yes	\$5,580.00	\$5,580.00		
1	1.3	Intervention/Remediation	Yes	\$40,535.00	\$40,535.00		
1	1.4	Supplemental Materials and Events	Yes	\$1,868.00	\$1,868.00		
1	1.5	English Learner/ Instruction	Yes	\$1,000.00	\$1,000.00		
2	2.1	Educational Partners Communication, Engagement and Training	Yes	\$300.00	\$300.00		
2	2.2	Maintain Positive School Culture	Yes	\$3,500.00	\$3,500.00		
2	2.3	Improve Student Attendance and Engagement	Yes	\$1,500.00	\$1,500.00		
2	2.4	Provide Robust Learning Environment	Yes	\$3,100.00	\$3,100.00		

# 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)
\$264,576.00	\$40,348.00	0%	15.250%	\$68,561.00	0.000%	25.914%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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