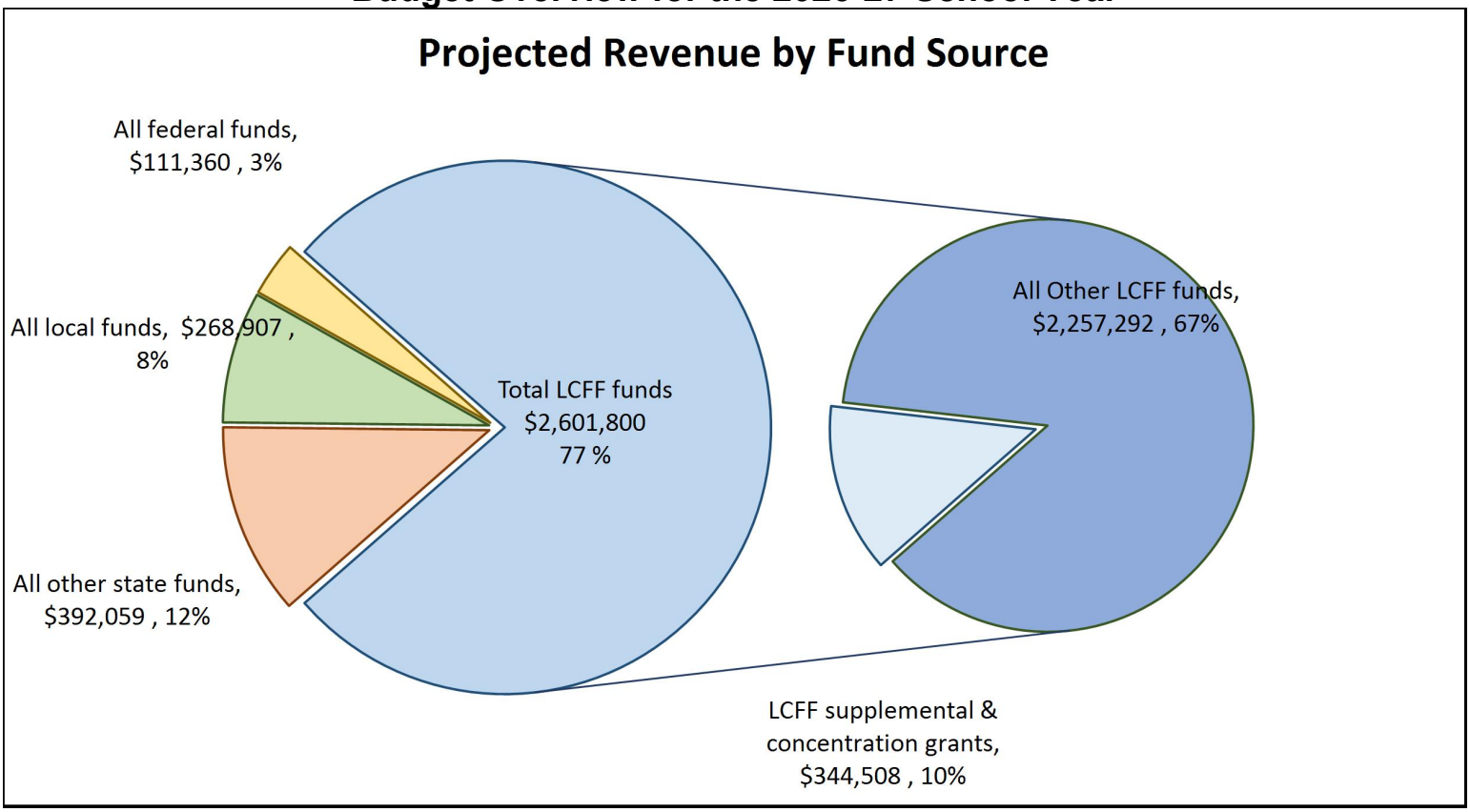
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Jerusalem Elementary Charter School
CDS Code: 39-68627-0117796
School Year: 2026-27
LEA contact information:
Don Patzer
Director of Ed. Services
DPatzer@njes.org
209.830.636. ext. 2391

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 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for New Jerusalem Elementary Charter School is $3,374,126, of which $2,601,800.00 is Local Control Funding Formula (LCFF), $392,059.00 is other state funds, $268,907.00 is local funds, and $111,360.00 is federal funds. Of the $2,601,800.00 in LCFF

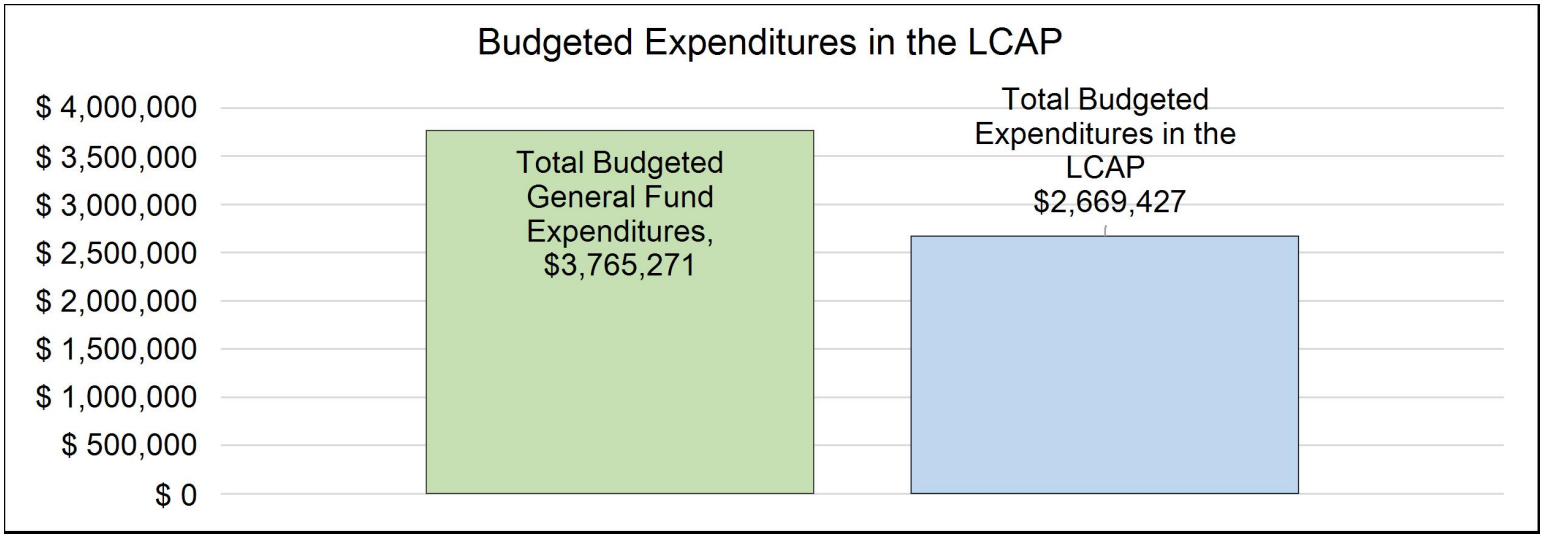
Funds, $344,508.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much New Jerusalem Elementary Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Jerusalem Elementary Charter School plans to spend $3,765,271.00 for the 2026-27 school year. Of that amount, $2,669,427.00 is tied to actions/services in the LCAP and $1,095,844 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

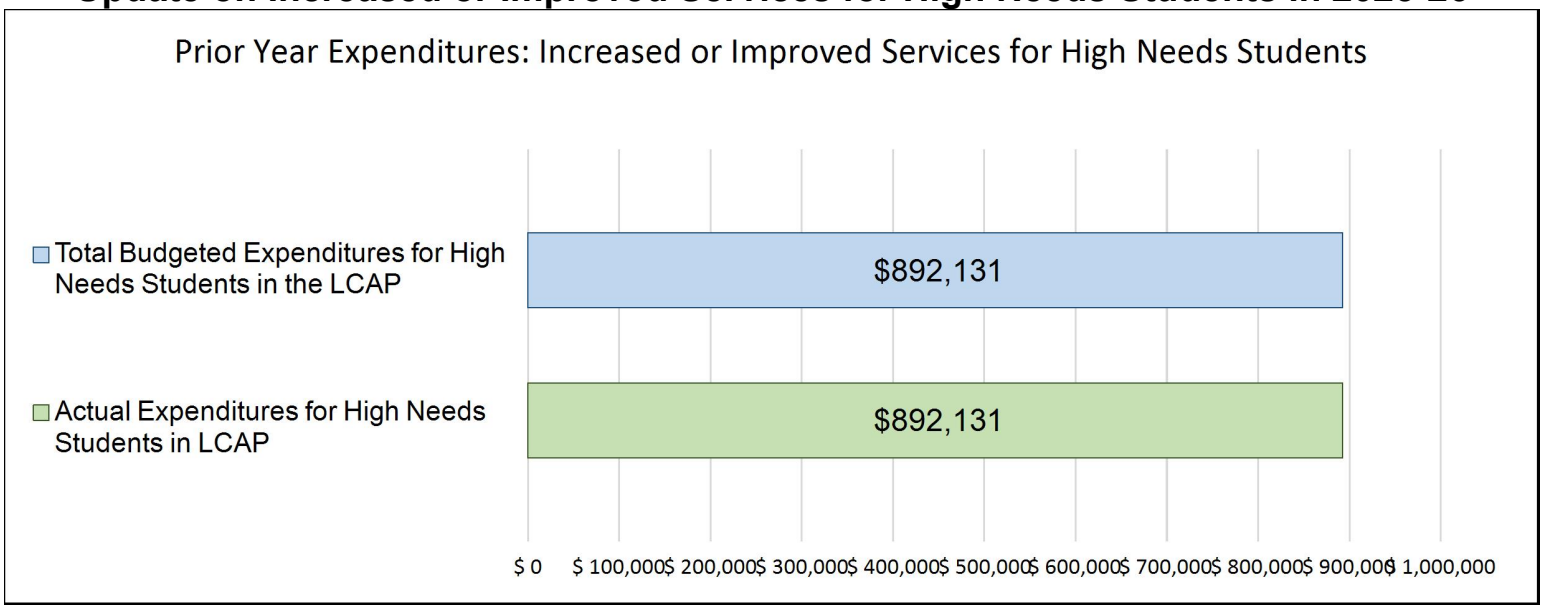
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses, District Infrastructure and District Transportation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, New Jerusalem Elementary Charter School is projecting it will receive $344,508.00 based on the enrollment of foster youth, English learner, and low-income students. New Jerusalem Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. New Jerusalem Elementary Charter School plans to spend $2,183,634.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, New Jerusalem Elementary Charter School's LCAP budgeted $892,131.00 for planned actions to increase or improve services for high needs students. New Jerusalem Elementary Charter School actually spent $892,131.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $0 had the following impact on New Jerusalem Elementary Charter School’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Jerusalem Elementary Charter School	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.636. ext. 2391

Plan Summary [2026-27]

General Information

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

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

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

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

The student population consists of 214 students in grades 1 through 8. The demographic profile includes 61% socioeconomically disadvantaged students, 25% English learners, and 27% students with disabilities. The ethnic composition of the student body is, 3% African American 57% Hispanic or Latino, 2% American Indian, 3% Two or More Races, and 35% White. NJC's commitment to student success is reflected in its dedication to maintaining a positive learning environment and supporting students through various academic and support efforts tailored to meet individual needs.

Reflections: Annual Performance

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

The 2025 California School Dashboard and local data reflect that while New Jerusalem Charter continues to meet key operational benchmarks, several areas—including chronic absenteeism and consistent access to supports—require continued attention, while other areas such as English Learner progress and academic growth demonstrate meaningful improvement. Given that approximately 51.6% of students are socioeconomically disadvantaged and 27.2% are English learners, these outcomes highlight the importance of sustaining targeted supports for unduplicated pupils.

Recent data indicate that family engagement practices improved following adjustments to implementation. LCFF Priority 3 Self-Reflection Tool ratings show that the LEA maintained a rating of 5 in creating welcoming environments (Q2). However, collaborative planning (Q12) declined from 5 to 4 in 2024 and remained at 4 in 2025, indicating that earlier efforts emphasized participation in events rather than structured opportunities for shared decision-making. In 2025–2026, the LEA implemented consistent, calendared engagement opportunities, including DELAC, ELAC, Coffee with the Principal, LCAP parent input meetings, and parent club meetings. These changes improved outcomes because predictable and recurring engagement structures increased access for families—particularly English learner and socioeconomically disadvantaged families—allowing them to participate in ongoing dialogue prior to decision-making. As a result, Q12 returned to a rating of 5, and home learning support (Q6) also improved to and maintained a rating of 5.

Summary and Reflection on New Jerusalem Charter School’s Data (2025 Dashboard):

Performance Indicators:

- Chronic Absenteeism: Very Low (Red), 20.8%, increased by 5.4%, indicating that a significant portion of students remain disengaged from consistent attendance despite later local improvements
- Suspension Rate: Medium (Yellow), 4.6%, declined by 0.3%, reflecting stable but improvable school climate conditions
- English Learner Progress: Very High (Blue), 67.9% making progress, increased by 35.8%, demonstrating strong effectiveness of language development supports because targeted services are addressing the needs of English learners
- English Language Arts (ELA): Medium (Yellow), 61.5 points below standard, improved by 27.3 points, indicating growth but continued need for academic acceleration
- Mathematics: Medium (Yellow), 94.6 points below standard, improved by 22.6 points, showing progress while maintaining a significant performance gap

Operational Benchmarks:

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

Local Measures and Areas of Concern:

- Attendance (ADA): Improved from 91.05% to over 93%, demonstrating progress toward the 95% target
- Chronic Absenteeism (Local Trend): Initially increased, then significantly reduced to 13.6%, indicating that revised strategies were more effective because they better addressed barriers to attendance for unduplicated pupils
- Access to Counseling Services: Declined from 25% to 6%, indicating inconsistent access to supports because systems for outreach, referral, or service delivery were not consistently implemented
- Communication (Local Survey): Increased from 90% to 96% before declining to 93%; however, no survey was conducted in 2025–2026, limiting evaluation of trends

Student Demographics:

- Enrollment: 214 students (Grades 1–8)
- Socioeconomically Disadvantaged: 61%
- English Learners: 25%
- Students with Disabilities: 27%
- Ethnicity:

57% Hispanic or Latino
35% White
3% African American
3% Two or More Races
2% American Indian

Overall, the data indicate that the LEA has maintained strong foundational systems while demonstrating improvement in key areas such as English learner progress and academic growth. However, chronic absenteeism and inconsistent access to supports remain areas requiring continued focus. Outcomes improved because targeted strategies became more structured and aligned to student needs, particularly for unduplicated pupils. Moving forward, the LEA will prioritize strengthening attendance systems, expanding access to student supports, and maintaining structured family engagement practices to sustain and accelerate progress across all priority areas.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
NJESD DELAC	During meetings throughout the year, members received briefings on the LCAP goals and priorities.
Multi-Cultural Committee	Committee provided LCAP input on improvements they would like from the 1st-8thprogram. Meetings took place in September.
Teachers	Teachers reviewed the 1st draft of the LCAP at a planned staff meeting and provided input through the climate survey in December.
Parent's Club/Advisory Committee	Parents were able to provide input through the annual climate survey in April and reviewed the LCAP and provided input.
Certificated/Classified Staff	School staff and faculty participated and provided input that informed the development of the LCAP during the climate survey in January
Parent/Staff/Students	Families provided LCAP input through the 2024-2025 climate survey on improvements they would like from NJC. (No survey conducted in 2026)
Administer/Principal	Provided input in the development of goals and action/services throughout the year.

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

The development of the 2026–27 Local Control and Accountability Plan (LCAP) at New Jerusalem Charter School was guided by an ongoing and collaborative engagement process that centered the perspectives of educational partners. Families, teachers, administrators, classified staff, students, and community representatives provided feedback through climate surveys, public comment opportunities, advisory committee meetings, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC), as well as LCAP planning meetings conducted throughout the school year.

Educational partner input was reviewed alongside multiple measures of local and state data, including CAASPP, ELPAC, MAP Growth, attendance, and school climate indicators, to evaluate progress toward prior goals and identify areas requiring additional support. This process helped ensure the LCAP reflects current student needs, particularly for English learners, low-income students, and students requiring additional academic and social-emotional supports. The engagement process aligns with the LCAP requirement that educational partner input inform comprehensive planning and continuous improvement.

Influence of Educational Partner Feedback on LCAP Goals

Goal 1: Strengthen Family Partnerships and Promote a Safe, Inclusive Learning Environment
Feedback from families, students, and staff through the 2025 Climate Survey and advisory meetings emphasized the continued need for consistent communication, student safety, and stronger family-school relationships. Educational partners identified a desire for increased opportunities for family participation and clearer communication regarding student progress and school programs. As a result, the school revised and expanded actions related to family engagement events, communication systems, school safety practices, and staff professional development focused on relationship-building and inclusive school culture.

Goal 2: Improve Literacy Outcomes Across All Grade Levels
Teachers, instructional staff, and administrators identified early literacy and reading comprehension as ongoing priorities based on student assessment results and classroom performance data. Educational partners emphasized the importance of targeted literacy instruction, intervention support, and professional development in evidence-based reading practices. In response, the LCAP continues to prioritize literacy acceleration through instructional coaching, intervention services, progress monitoring, and expanded supports for students performing below grade level.

Goal 3: Provide Tiered Academic and Social-Emotional Supports for Identified Student Groups
Educational partners reviewed student achievement, attendance, engagement, and English learner performance data and expressed concern regarding achievement gaps and student well-being. Families and staff emphasized the importance of timely academic intervention, mental health support, and strategies to improve student connectedness and engagement. This feedback influenced the refinement of actions focused on intervention systems, English learner supports, counseling services, and programs designed to improve attendance, school climate, and student engagement outcomes.

The adopted 2026–27 LCAP reflects the district’s continued commitment to using educational partner feedback and data analysis to guide decision-making, prioritize student needs, and improve outcomes for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At New Jerusalem Charter School, our commitment to cultivating strong family partnerships remains central to our mission of providing a high-quality, equitable education. This commitment is not aspirational—it is fully embedded in our systems and practices, as demonstrated by our consistent full implementation and sustainability ratings across all components of the LCFF Priority 3 Self-Reflection Tool.

We believe that active family engagement directly supports student academic success and well-being. By fostering inclusive relationships and maintaining open, two-way communication, we build a supportive educational environment that extends beyond the classroom. Our efforts include regular parent-teacher conferences, multilingual newsletters, family workshops, school events, and advisory committees that ensure families are well-informed and involved in their child's education.

In 2023, the California School Dashboard confirmed that New Jerusalem Charter School met all Priority 3 indicators at the highest level, including:

Building Relationships Between School Staff and Families: Our staff are trained to recognize and value each family's strengths, culture, language, and educational goals. We intentionally create welcoming environments that affirm every family's voice and presence in the school community.

Building Partnerships for Student Outcomes: Through workshops, learning nights, and access to educational resources, families are empowered to support student learning at home. Staff receive professional learning to strengthen home-school connections and personalize communication strategies.

Seeking Input for Decision-Making: Families are actively involved in shaping school policies and programs through School Site Council, ELAC, DELAC, LCAP meetings, and parent advisory committees. We prioritize the inclusion of underrepresented groups to ensure all voices are heard in schoolwide planning and improvement efforts.

For 2026–27, we will continue to deepen these efforts by:

Expanding culturally responsive outreach and engagement strategies.

Strengthening professional development focused on family engagement best practices.

Enhancing opportunities for families to participate in data analysis and program evaluation.

Increasing the visibility and impact of family feedback on school decisions.

These actions ensure that educational partners—especially families—remain at the center of our planning, implementation, and continuous improvement cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3c	Section 1: Building Relationships Between School Staff and Families Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 Q2 - 5 Q3 - 5 Q4 - 5 Section2: Building Partnerships for Student Outcomes Q5 - 5 Q6 - 5	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 -3 Q2 -4 Q3 -3 Q4 -4 Section2: Building Partnerships for Student Outcomes Q5 -2	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - 5 Q2 - 5 Q3 - 5 Q4 - 5 Section2: Building Partnerships for Student Outcomes Q5 -5	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 -5 Q2 -5 Q3 -5 Q4 -5 Section2: Building Partnerships for Student Outcomes Q5 -5	LCFF Priority 3 Self - Reflection Tool Section 1: Building Relationships Between School Staff and Families Q1 - No Change Q2 - No Change Q3 - No Change Q4- No Change Section2: Building Partnerships for Student Outcomes Q5 - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Q7 - 5 Q8 - 5 Section 3: Seeking Input for Decision - Making Q9 - 5 Q10 -5 Q11 -5 Q12 -5 (2024 LCFF Priority 3 Self - Reflection Tool)	Q6 -3 Q7 -4 Q8 -4 Section 3: Seeking Input for Decision - Making Q9 -4 Q10 -4 Q11 -3 Q12 -5 (2024-25 LCFF Priority 3 Self - Reflection Tool)	Q6 -4 Q7 -4 Q8 -5 Section 3: Seeking Input for Decision - Making Q9 -4 Q10 -4 Q11 -5 Q12 -4 (2025-26 LCFF Priority 3 Self - Reflection Tool)	Q6 -5 Q7 -5 Q8 -5 Section 3: Seeking Input for Decision - Making Q9 -5 Q10 -5 Q11 -5 Q12 -5	Q6 - 1 Point Decrease Q7 - 1 Point Decrease Q8 - No Change Section 3: Seeking Input for Decision - Making Q9 - -1 Point Decrease Q10 - 1 Point Decrease Q11 - No Change Q12 - 1 Point Decrease
3d.	Counseling Services Percentage of students accessing counseling services.	25% of our students accessed these support services. (Aeries SIS 2024)	21% of our students accessed these support services. (Aeries SIS 2025)	12% of our students accessed these support services. (Aeries SIS 2026)	Increase in Family Engagement with Counseling Services and Outreach Programs by 30%.	-13%
3e.	Communication The percentage of English Learner, Foster Youth and Socioeconomically Disadvantaged Educational Partners	All: 80% Satisfied English Leaner: 76% Satisfied Foster Youth: 85% Socioeconomically Disadvantaged: 75% (2024 Climate Survey)	All: 93% Satisfied English Leaner: 98% Satisfied Foster Youth: 85% Socioeconomically Disadvantaged: 75%	(Climate Survey was not conducted in 2026)	95% Satisfied	No Year 2 Data Available (Climate Survey Not Administered)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who are satisfied with Communication Accessibility and Frequency.		(2025 Climate Survey)			
5a	School Attendance Rate - The percentage of Students' Average Daily Attendance (ADA)	All: 91.05% EL- 89% SED-91% (2023-2024, Attendance Rates, P8, SIS)	All: 93% EL- 89% SED-91% (2024-2025, Attendance Rates, P8, SIS)	All: 94.3% EL- 93.61% SED-93.25% (2025-2026, Attendance Rates, P8, SIS)	ALL: 95% EL- 95% SED-95%	All: 3.25% EL- 4.61% SED-2.25%
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.	All:11.5% EL- 16.9% SED-13.2% (2023 Dashboard)	All:15.4% EL- 20.3% SED-21.3% (2024 Dashboard)	All: 10.12% EL- 17.45% SED- 11.65% (2025 Dashboard)	0%	All: -1.38% EL- +0.55% SED- -1.55%

Goal Analysis [2025-26]

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.

During the 2025–26 LCAP year, New Jerusalem Charter School implemented the majority of planned actions aligned to strengthening family engagement, including ongoing communication efforts, advisory committee meetings (SSC, ELAC, DELAC), and opportunities for family participation in school programs and decision-making processes. These actions were carried out consistently throughout the year, with continued emphasis on maintaining strong relationships between staff and families and ensuring access to information and engagement opportunities.

Overall implementation remained strong, as evidenced by sustained high ratings on the LCFF Priority 3 Self-Reflection Tool. The 2024 baseline reflected full implementation and sustainability (rating of 5) across all components. In 2024–25, ratings declined in several areas (ranging from 2 to 5), particularly within “Building Partnerships for Student Outcomes” and “Building Relationships,” indicating variability in the consistency and depth of implementation. In response, the LEA adjusted practices during the year, which resulted in improved ratings in 2025–26 (primarily 4s and 5s), demonstrating a return toward full implementation.

Substantive differences between planned and actual implementation included the need to refine engagement strategies to better meet the needs of educational partners. While planned activities such as workshops, communication outreach, and advisory meetings occurred, participation and impact were uneven across student groups. This required mid-year adjustments to increase accessibility and responsiveness, including strengthening communication practices and expanding outreach efforts.

Successes in implementation are reflected in improved outcomes in several key metrics. Family satisfaction with communication increased significantly for all students (from 80% to 93%), with notable gains among English Learner families (from 76% to 98%), indicating that communication strategies became more accessible and effective. Additionally, school attendance rates improved across all student groups (from 91.05% to 94.3% overall), suggesting that strengthened school-family connections contributed to increased student engagement because families who receive clear, timely, and accessible communication are better able to support consistent student attendance.

Challenges encountered during implementation included inconsistent engagement across subgroups and reduced participation in certain services. For example, the percentage of students accessing counseling services declined from 25% to 12%, indicating that outreach and connection to support services did not reach all intended students and families. Chronic absenteeism rates also initially increased (from 11.5% to 15.4%) before improving the following year, suggesting that early engagement efforts were not sufficient to address attendance barriers for all student groups.

These challenges highlight that while structures for engagement were in place, the depth and equity of engagement varied, particularly for unduplicated student groups. Adjustments made during the implementation period focused on improving inclusivity and responsiveness, which contributed to subsequent improvements in both engagement indicators and student outcomes.

Overall, the LEA effectively implemented its planned actions, with evidence of continuous improvement over time. Variations in implementation quality and participation informed refinements to engagement strategies, resulting in stronger alignment between family engagement efforts and improved student outcomes.

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.

There were no significant material differences.

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

Action 1.1 – Family Engagement

Aligned Metrics:
3c (Q2): Welcoming environments for families
3c (Q6): Home learning support
3c (Q12): Collaborative planning of family engagement activities
5A: Attendance Rate

5B: Chronic Absenteeism Rate
6A: Suspension Rate

Effectiveness:

This action was effective during the 2025–2026 school year as the LEA continued to implement a comprehensive system of family engagement opportunities designed to strengthen partnerships between families and the school. Families participated in School Site Council, ELAC, DELAC, Coffee with the Principal meetings, parent-teacher conferences, family events, and LCAP engagement activities, providing multiple opportunities for two-way communication and educational partner input.

The effectiveness of this action is reflected in the LCFF Priority 3 Self-Reflection Tool results. Ratings for Q2 (welcoming environments), Q6 (supporting learning at home), and Q12 (collaborative planning of family engagement activities) remained at the highest implementation level, indicating that family engagement practices are fully implemented and sustained throughout the LEA. These results demonstrate that the LEA has established consistent systems that promote family participation, support learning beyond the classroom, and provide meaningful opportunities for educational partners to contribute to school planning and improvement efforts.

Student engagement indicators also remained positive during implementation of this action. Attendance rates remained strong, chronic absenteeism remained below baseline levels, and suspension rates remained at 0%. These outcomes suggest that maintaining strong relationships between families and the school supported ongoing student engagement and a positive school climate.

Overall, this action proved effective because the LEA sustained structured opportunities for family involvement and educational partner participation, resulting in continued implementation of high-quality family engagement practices and positive student engagement outcomes.

Action 1.2 – Educational Partner Communication

Aligned Metric:
3A: Educational Partner Communication Satisfaction

Effectiveness:

This action was effectively implemented through the continued use of ParentSquare, school newsletters, website updates, automated messaging systems, translation services, and direct communication between staff and families. These communication systems provided families with timely information regarding student learning, school events, attendance, and opportunities for educational partner engagement.

The LEA maintained a focus on providing accessible communication for all families, including multilingual communication and translated materials when needed. Consistent communication increased family awareness of school programs and engagement opportunities while supporting stronger connections between families and school staff.

Educational partner feedback indicated that families continued to value the availability of multiple communication platforms and the responsiveness of school staff. These communication systems supported family participation in school activities and decision-making processes by reducing barriers to accessing important information.

Overall, this action was effective because it maintained clear, consistent, and accessible communication practices that strengthened relationships with educational partners and supported ongoing family engagement throughout the school year.

Action 1.3 – Targeted Student Group Parent Volunteer Recruitment

Aligned Metric:
3c: Increase the number of parent volunteers recruited from targeted student groups (English Learners, socioeconomically disadvantaged households, and families of students with disabilities).

Effectiveness:

This action was effective during the 2025–2026 school year as the LEA continued to implement targeted outreach and engagement strategies designed to increase participation from families who have historically experienced barriers to school involvement. The LEA funded bilingual personnel and utilized translated communications, family outreach efforts, parent information meetings, surveys, and ongoing relationship-building activities to improve access to volunteer opportunities and school engagement activities.

Implementation of this action increased awareness of volunteer opportunities among English Learner and socioeconomically disadvantaged families by providing information in families' primary languages and reducing communication barriers. The use of bilingual staff and translated materials improved families' ability to access school information, understand volunteer opportunities, and participate in school activities. Parent information nights and educational partner meetings also provided opportunities for families to learn about school programs and become more actively involved in supporting student success.

The effectiveness of this action is reflected in the LEA's continued efforts to recruit and engage parent volunteers from targeted student groups and to create more inclusive opportunities for participation. These outreach systems strengthened relationships between families and the school while increasing access to school engagement opportunities for families who may not have previously participated due to language, communication, or access barriers.

Overall, this action proved effective because the LEA maintained intentional outreach and communication systems that expanded opportunities for participation among targeted student groups and supported more equitable family engagement across the school community.

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.

No changes were made to action items or services for Goal 1

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family Partnerships	Funds will be allocated to support various activities, materials, and supplies that enhance student, parent, and community engagement. This may include monthly meetings, parent engagement events with necessary supplies and contracted vendors, and initiatives to promote attendance through awards and incentives.	$363,939.00	Yes
1.2	Educational Partner Communication	The LEA will fund interpretation, translation, and family access support services, increasing engagement for unduplicated pupils by reducing language and access barriers.	$363,939.00	Yes
1.3	Targeted Student Group Parent Volunteer Recruitment	The LEA will fund personnel, including bilingual staff, to support family communication, outreach, and engagement activities, increasing participation of unduplicated pupils by reducing language and access barriers.	$363,939.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

New Jerusalem Charter School developed this goal in response to extensive analysis of the 2024–25 MAP and CAASPP ELA data, which revealed a persistent need to improve student literacy across all grade levels. Spring 2025 MAP results showed that 23% of all students met or exceeded reading standards, with particularly low performance in the upper grades with 10% of 6th graders and 3% of 7th graders demonstrating proficiency. These results were corroborated by 2024 CAASPP ELA data, which showed that 18.45% of students met or exceeded standards, with no students meeting grade-level benchmarks in Grade 5.

Additionally, subgroup data indicated that progress toward English language proficiency and reclassification remained areas of concern. In 2023–24, 42% of English learners made progress toward proficiency on the ELPAC, and 4.6% were reclassified. Though those rates improved in 2024–25 (ELPAC progress dropped slightly to 32%, but reclassification rose to 11%), the New Jerusalen Charter School recognizes the need to better align instructional supports and language development programming.

These findings were reinforced by educational partner feedback highlighting the urgency to invest in reading interventions, bilingual family engagement, and culturally relevant instructional materials. In response, this goal prioritizes targeted actions for unduplicated student groups—English learners, socioeconomically disadvantaged students, and foster youth—who are overrepresented in the lowest performance bands.

This goal aligns with LCFF State Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes), and is designed to close literacy gaps and equip all students with the foundational skills needed for academic success and postsecondary readiness. By strengthening Tier 1 instruction and expanding Tier 2 and 3 interventions, New Jerusalem aims to ensure equitable access to rigorous, responsive literacy education across all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a	Intervention Percentage of students participating in the Targeted Reading Intervention Program showing growth.	5% (Aeries SIS Data)	42.5% (Aeries SIS Data)	32% (Aeries SIS Data)	20% (Aeries SIS Data)	Increased 27%
4a	MAP Reading Achievement Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment	Spring 2024 MAP Reading Fluency Assessments All: 18.4% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade Oral Reading Meet or Exceed Grade Level = 17% 2nd Grade Oral Reading Meet or Exceed Grade Level = 29% 3rd Grade Meet or Exceed Grade Level = 22.0%	Spring 2025 MAP Reading Fluency Assessments All: 23% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade Oral Reading Meet or Exceed Grade Level = 35% 2nd Grade Oral Reading Meet or Exceed Grade Level = 52% 3rd Grade	Spring 2026 MAP Reading Fluency Assessments All: 36% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade Oral Reading Meet or Exceed Grade Level = 25% 2nd Grade Oral Reading Meet or Exceed Grade Level = 58% 3rd Grade	Spring 2027 MAP Reading Fluency Assessments All: 30% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade Oral Reading Meet or Exceed Grade Level = 32% 2nd Grade Oral Reading Meet or Exceed Grade Level = 44% 3rd Grade	MAP Reading Fluency Assessments All: 17.6% English Learners: No Data Foster Youth: No Data Socioeconomically Disadvantaged: No Data 1st Grade: 7% 2nd Grade: 15% 3rd Grade: 29% 4th Grade: 13% 5th Grade: 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th Grade Meet or Exceed Grade Level = 23.0% 5th Grade Meet or Exceed Grade Level = 16.0% 6th Grade Meet or Exceed Grade Level = 6.0% 7th Grade Meet or Exceed Grade Level = 25.0% 8th Grade Meet or Exceed Grade Level = 9.0% (MAP Results Spring 2024)	Meet or Exceed Grade Level = 32.0% 4th Grade Meet or Exceed Grade Level = 17.0% 5th Grade Meet or Exceed Grade Level = 0% 6th Grade Meet or Exceed Grade Level = 10% 7th Grade Meet or Exceed Grade Level = 3% 8th Grade Meet or Exceed Grade Level = 29% (MAP Results Spring 2025)	Meet or Exceed Grade Level =43 % 4th Grade Meet or Exceed Grade Level = 36% 5th Grade Meet or Exceed Grade Level = 33% 6th Grade Meet or Exceed Grade Level = 25% 7th Grade Meet or Exceed Grade Level = 47% 8th Grade Meet or Exceed Grade Level = 29% (MAP Results Spring 2026)	Meet or Exceed Grade Level = 37.0% 4th Grade Meet or Exceed Grade Level = 38.0% 5th Grade Meet or Exceed Grade Level = 31.0% 6th Grade Meet or Exceed Grade Level = 21.0% 7th Grade Meet or Exceed Grade Level = 40.0% 8th Grade Meet or Exceed Grade Level = 24%	6th Grade: 19% 7th Grade: 22% 8th Grade: 20%
4a.	CAASPP ELA Performance Student performance on the ELA Smarter	ELA Smarter Balance Summative Results	ELA Smarter Balance Summative Results	ELA Smarter Balance Summative Results	ELA Smarter Balance Summative Results	ELA Smarter Balance Summative Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8 that met or exceeded the standard. (CAASPP Results 2023)	All Students: 13.75% of students met or exceeded the standard. Grade 3 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 8.70% Grade 4 Standard Exceeded (Level 4): 8% Standard Met (Level 3): 8% Grade 5 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 0% Grade 6 Standard Exceeded (Level 4):7.14% Standard Met (Level 3): 17.86% Grade 7 Standard Exceeded (Level 4): 3.23% Standard Met (Level 3): 12.9% Grade 8	All Students: 18.45% of students met or exceeded the standard. Grade 3 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 10.71% Grade 4 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 4.06% Grade 5 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 7.69% Grade 6 Standard Exceeded (Level 4):0% Standard Met (Level 3): 9.38%	All Students: 27.22% of students met or exceeded the standard. Grade 3 Standard Exceeded (Level 4): 9.38% Standard Met (Level 3): 3.13% Grade 4 Standard Exceeded (Level 4):6.90% Standard Met (Level 3): 24.14% Grade 5 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 5% Grade 6 Standard Exceeded (Level 4): 3.45% Standard Met (Level 3): 24.14%	Grade 3 Standard Exceeded (Level 4): 15% Standard Met (Level 3): 24% Grade 4 Standard Exceeded (Level 4): 23% Standard Met (Level 3): 23% Grade 5 Standard Exceeded (Level 4): 15% Standard Met (Level 3): 15% Grade 6 Standard Exceeded (Level 4) 3.69% Standard Met (Level 3): 33%	All Students: +13.47% Grade 3 Standard Exceeded (Level 4): 9.38% Standard Met (Level 3): -5.57% Grade 4 Standard Exceeded (Level 4):-1.1% Standard Met (Level 3): 16.4% Grade 5 Standard Exceeded (Level 4): No Change Standard Met (Level 3): 5% Grade 6 Standard Exceeded (Level 4): 3.45% Standard Met (Level 3): 6.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded (Level 4): 3.33% Standard Met (Level 3): 13.33% (2023 CAASPP Results)	Grade 7 Standard Exceeded (Level 4): 10.71% Standard Met (Level 3): 35.70% Grade 8 Standard Exceeded (Level 4): 3.03% Standard Met (Level 3): 24.24% (2024 CAASPP Results)	Grade 7 Standard Exceeded (Level 4): 0% Standard Met (Level 3): 24.14% Grade 8 Standard Exceeded (Level 4): 7.14% Standard Met (Level 3): 46.43% (2025 CAASPP Results)	Grade 7 Standard Exceeded (Level 4): 18% Standard Met (Level 3): 28% Grade 8 Standard Exceeded (Level 4): 18% Standard Met (Level 3): 28%	Grade 7 Standard Exceeded (Level 4): -3.23% Standard Met (Level 3): 11.24% Grade 8 Standard Exceeded (Level 4): 3.81% Standard Met (Level 3): 33.1%
4e	English Learner ELPAC Proficiency Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC.	42% (2023-2024 Summative ELPAC scores)	32% (2023-2024 Summative ELPAC scores)	67.9% (2024-2025 Summative ELPAC scores)	67% (2026-2027 Summative ELPAC scores)	+25.9%
4f	English Learner Recalssification Rates Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient	4.6% (2023-2024 District Reclassification Criteria)	11% (2023-2024 District Reclassification Criteria)	7.8% (2024-2025 District Reclassification Criteria)	20% (2026-2027 District Reclassification Criteria)	3.2%
7c	Students with Disabilities	100% (2023-2024 Master Schedule, Instructional	100% (2023-2024 Master Schedule,	100% (2024-2025 Master Schedule,	100% (2026-2027 Master Schedule,	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of programs and services developed and provided to students with disabilities	Minutes, SIS, SEIS, CALPADS)	Instructional Minutes, SIS, SEIS, CALPADS)	Instructional Minutes, SIS, SEIS, CALPADS)	Instructional Minutes, SIS, SEIS, CALPADS)"	
8a	MAP Participation Rates Percentage of students who participate in the MAP Assessment	95% (2023-2024 Spring MAP Data)	97% (2025 Spring MAP Data)	98% (2026 Spring MAP Data)	100% (2026-2027 Spring Map Data)	3%
7b	Unduplicated Services Percentage of programs and Services developed and provided to Low Income, English Learner and Foster Youth students	100% (2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	100% (2023-2024 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	100% (2024-2025 Master Schedule, Instructional Minutes, SIS, SEIS, CALPADS)	100% (2026-2027 Master Schedule, Instructional Minutes, SIS, CALPADS)	No change

Goal Analysis [2025-26]

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

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

The implementation of goals at New Jerusalem Charter School in 2025–26 reflected strong alignment with the intended actions. Most key initiatives such as Literacy Nights, Parent Engagement Events, MAP Assessment Expansion, and ELPAC-targeted supports were implemented successfully. However, some planned activities like tiered intervention room setup and expanded volunteer outreach experienced delays due to staffing constraints and vendor scheduling issues. Despite these, the school made progress in implementing targeted support for English Learners and socioeconomically disadvantaged students. SEL-focused activities and expanded learning opportunities (afterschool and summer programming) were executed with high student participation.

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.

While most LCAP actions stayed within projected budgets, there were minor underspends in communication tools and contracted translations due to delays in vendor onboarding. Conversely, expenditures on supplemental instructional materials, intervention staff, and ELA/ELD assessments exceeded estimates, driven by higher-than-anticipated student needs and expanded small group instruction. There were no

significant differences in the planned percentages of improved services for unduplicated pupils, and the estimated actual percentage remained aligned with projections.

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

Effective actions included:

Action 2.1: Targeted Reading Intervention Program
Targeted reading interventions contributed to improved literacy outcomes for participating students. According to Year 2 outcomes, 32% of students participating in the Targeted Reading Intervention Program demonstrated growth, exceeding the Year 3 target of 20% and indicating that intervention supports are helping students make progress in reading.

Action 2.2: Core Literacy Instruction and Academic Supports
Literacy-focused instructional strategies and supplemental supports contributed to improved student achievement on both local and state assessments. MAP Reading results increased from 23% of students meeting or exceeding grade-level standards in Year 1 to 36% in Year 2. CAASPP ELA performance also improved from 18.45% to 27.22% of students meeting or exceeding standards.

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.

No changes were made to the actions or services for Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1 Instructional Actions	Funds will be allocated to support activities, materials, and supplies that enhance student learning and engagement. This includes resources for literacy instruction, both current and emerging programs and materials, classroom supplies, Accelerated Reader access, and DIBELS assessment materials. Library expansion efforts will be supported through books, furniture, and necessary supplies. Technology devices and accessories will be provided for both students and staff to enhance instruction. Professional development opportunities will be offered to strengthen teaching practices. Attendance incentives, field trips,	$363,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Literacy Nights will further support student engagement. Additionally, supplemental materials will be used to address targeted skills and promote academic success. All measured through Metrics 4a DIBELS and MAP.		
2.2	Tier 2 & 3 Interventional Actions and Personnel.	LCFF and LREBG Funds will be allocated to support activities, materials, and supplies that enhance literacy instruction and intervention. This includes current and emerging programs and materials for all levels and grades, as well as resources to supply and furnish a dedicated reading intervention room. Action 2.2 provides professional development focused on Integrated ELD strategies, which research shows effectively support English Learners' language growth. All teachers participated (Metric 2a), meeting the target. This action is funded with $28,000 from LREBG, aligned with its purpose to improve academic outcomes. Ongoing monitoring will assess its impact on EL proficiency. Support for intervention activities will include necessary supplies, personnel, and supplemental curriculum to address student needs. Data collection systems will be utilized to monitor progress and inform instruction. Additionally, professional development opportunities will focus on strengthening literacy skills for all student groups, ensuring effective implementation of intervention programs all measured by Metric 4a. DIBELS and MAP.	$224,759.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

New Jerusalem Charter School developed Goal 3 in direct response to concerning trends identified on the 2023 California School Dashboard, which revealed significant academic and school climate needs among specific student groups. English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities were consistently performing in the Red performance level in both English Language Arts and Mathematics, scoring over 90 points below standard in most cases.

Additionally, only 32.1% of English Learners made progress toward English proficiency on the 2024 ELPAC, down from 42% the previous year. The school also observed high suspension rates in 2023—especially for students with disabilities (17.2%) and socioeconomically disadvantaged students (14.2%)—indicating a need for enhanced school culture supports. Though climate survey results improved from 80% to 91% satisfaction in 2024–25, the goal remains to build a positive, inclusive school culture for all students.

This goal is intentionally designed as a Focus Goal to address these disparities by developing a robust, tiered system of supports. It includes a comprehensive strategy of academic interventions, social-emotional learning supports, expanded learning opportunities, and targeted professional development to address the persistent needs of historically underserved student groups.

Goal 3 addresses multiple LCFF State Priorities:

Priority 1 (Basic Conditions of Learning) through staffing and instructional resource allocations,

Priority 2 (Implementation of State Standards) and Priority 4 (Pupil Achievement) via ELA, Math, and ELPAC interventions,

Priority 5 and 6 (Engagement and School Climate) through PBIS, student recognition, and enrichment,

Priority 3 (Parental Involvement) by expanding outreach and engagement through school events and supports.

By developing this tiered system, the LEA aims to reduce achievement gaps, raise student engagement and proficiency levels, and ensure that all students—particularly English Learners, foster youth, low-income students, and students with disabilities—are supported academically, emotionally, and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a	CAASPP ELA Achievement Student performance in ELA on the Smarter Balanced Summative Assessment (CAASPP) or the California Alternate Assessment, in grades 3-8.	Very Low Performance (Red Performance Level) EL Students- 109.8 below standard- (Red Performance Level) Hispanics- 93.9 below the standard- (Red Performance Level) Socioeconomically Disadvantaged 92.9 points- below the standard- (Red Performance Level) Students with Disabilities- 127.1 points below the standard- (Red Performance Level) (CA Dashboard and CAASPP Data 2023)	Very Low Performance (Red Performance Level) EL Students- 88 below standard- (Red Performance Level) Hispanics- 106.9 below the standard- (Red Performance Level) Socioeconomically Disadvantaged 103.4- below the standard- (Red Performance Level) Students with Disabilities- 137.8 below the standard- (Red	Very Low Performance (Red Performance Level) EL Students- 88 below standard- (Red Performance Level) Hispanics- 106.9 below the standard- (Red Performance Level) Socioeconomically Disadvantaged 103.4- below the standard- (Red Performance Level) Students with Disabilities- 137.8 below the standard- (Red	Very Low Performance (Red Performance Level) EL Students- Yellow Performance Level Hispanics- Yellow Performance Level Socioeconomically Disadvantaged- Yellow Performance Level Students with Disabilities- Yellow Performance Level	EL Students- 21.8 points Hispanics- -13 points Socioeconomically Disadvantaged- 10.5 points Students with Disabilities- 10.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Performance Level) (CA Dashboard and CAASPP Data 2024)	Performance Level) (CA Dashboard and CAASPP Data 2025)		
4a	CAASPP Math Achievement Student performance in math on the Smarter Balanced Summative Assessment or the California Alternate Assessment, in grades 3-8	Very Low Performance (Red Performance Level) EL Students- 109.8 below standard Hispanics- 93.9 below the standard Socioeconomically Disadvantaged 92.9- below the standard (CA Dashboard and CAASPP Data 2023)	Very Low Performance (Red Performance Level) EL Students- 165.8 below standard Hispanics- 137.8 below the standard Socioeconomically Disadvantaged 128.2- below the standard (CA Dashboard and CAASPP Data 2024)	Very Low Performance (Red Performance Level) EL Students- 147.9 below standard Hispanics- 111.1 below the standard Socioeconomically Disadvantaged 113.2- below the standard (CA Dashboard and CAASPP Data 2025)	Very Low Performance (Red Performance Level) EL Students- Yellow Performance Level Hispanics- Yellow Performance Level Socioeconomically Disadvantaged- Yellow Performance Level	EL Students- 38.1 points Hispanics- 17.2 points Socioeconomically Disadvantaged- -20.3 points
4e	English Learner Progress Rate of EL students making progress toward English proficiency.	42% (CA Dashboard 2023)	32.1% (CA Dashboard 2024)	67.9% (CA Dashboard 2025)	60% (CA Dashboard 2026)	25.9%
6a	Student Suspension Rates	All:11.5% Socioeconomically Disadvantaged: 14.2%	All:5%	All:4.6%	1% or less	All: --6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Suspended	Students With Disabilities: 17.2 English Learners: 8.5% (CA Dashboard 2023)	Socioeconomically Disadvantaged: 6.3% Students With Disabilities: 5.4% English Learners: 5.1% (CA Dashboard 2024)	Socioeconomically Disadvantaged: 5.6% Students With Disabilities: 5.4% English Learners: 4.4% (CA Dashboard 2025)		Socioeconomically Disadvantaged: -8.6% Students With Disabilities: -11.8 English Learners: -4.1%
6c	School Climate Percentage of students who report a positive perception of the school climate based on the annual Climate Survey	80% (2023-2024 Climate Survey	91% (2024-2025 Climate Survey	91% (Climate Survey Not Conducted in 25-26)	95%	+11% (most recent available survey data)

Goal Analysis [2025-26]

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.

During the 2025–26 school year, New Jerusalem Charter School continued implementation of the tiered support systems outlined in Goal 3 to address the academic and school climate needs of English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Planned actions, including targeted academic interventions, expanded learning opportunities, PBIS supports, family engagement activities, and school climate initiatives, were implemented largely as intended.

The LEA experienced notable success in improving academic performance and English Learner outcomes. The 2025 California Dashboard showed New Jerusalem improved to Yellow performance levels in both English Language Arts and Mathematics, while English Learner Progress increased significantly to 67.9%, resulting in a Blue performance level. Suspension rates also declined compared to prior years.

No substantive differences occurred between planned actions and actual implementation. However, the LEA experienced challenges related to chronic absenteeism, which increased to 20.8% and remained in the Red performance level on the 2025 Dashboard. The LEA also identified ongoing needs related to consistent student participation in intervention programs, staffing capacity for targeted supports, and strengthening progress-monitoring systems for academic and behavioral interventions. Despite these challenges, the LEA maintained implementation of planned services and continued refining supports to address the needs of targeted student groups.

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.

There were no material differences between the planned and actual percentages of improved services, and LEA-wide implementation ensured students-maintained access to planned academic and school climate supports.

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

The actions associated with Goal 3 were generally effective in making progress toward addressing the academic and school climate needs identified through the 2025 California School Dashboard. Through implementation of targeted academic interventions, English Language Development supports, expanded learning opportunities, Positive Behavioral Interventions and Supports (PBIS), attendance initiatives, and student engagement activities, the LEA established a tiered system of support designed to address the needs of English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities.

Action 3.1, Academic Supportive Actions, contributed to improved academic outcomes for several student groups. English Learner progress toward English proficiency increased from 42% at baseline to 67.9% on the 2025 Dashboard, exceeding the Year 3 target of 60%. This improvement occurred because students received additional language development instruction, targeted interventions, supplemental academic support, and increased opportunities to practice academic language across content areas. Academic performance also improved in Mathematics, with English Learners improving by 38.1 points, Hispanic students improving by 17.2 points, and socioeconomically disadvantaged students improving by 20.3 points from baseline. English Learner performance in ELA improved by 21 points from baseline, indicating progress toward reducing achievement gaps for targeted student groups. Although student groups remained in the Red performance level, the positive movement in distance-from-standard data demonstrates that academic interventions are contributing to improved student achievement.

Action 3.2, School Culture and Climate Actions, was effective in improving student behavior and maintaining a positive learning environment. Suspension rates decreased substantially across all monitored student groups when compared to baseline data. Overall suspension rates declined from 11.5% to 4.6%, while suspension rates for socioeconomically disadvantaged students decreased from 14.2% to 5.6%, and English Learner suspension rates decreased from 8.5% to 4.4%. Students with disabilities also demonstrated significant improvement, decreasing from 17.2% to 5.4%. These outcomes suggest that PBIS implementation, student recognition activities, behavioral supports, and engagement opportunities increased student connectedness and reinforced positive behavior expectations. School climate survey results also improved from 80% to 91%, indicating that students reported a more positive perception of the school environment.

Action 3.3, Expanded Learning Opportunities, provided additional academic support, enrichment activities, and structured learning opportunities outside of the regular school day. The partnership with the Boys and Girls Club will increase access to academic assistance, homework support, and enrichment experiences for students who required additional instructional time. While the impact of this action cannot be isolated from other academic interventions, the improvement in English Learner progress and academic achievement data suggests that expanded learning opportunities contributed to increased student engagement and access to learning supports beyond the regular instructional day.

Overall, the actions under Goal 3 were effective because they addressed identified academic, behavioral, and engagement needs through a coordinated system of supports. Evidence of effectiveness is reflected in improved English Learner progress toward proficiency, reductions in suspension rates across targeted student groups, improved school climate outcomes, and positive movement in ELA and Mathematics achievement data. While achievement gaps remain and student groups continue to perform in the Red performance level on Dashboard indicators, the data demonstrate meaningful progress toward the goal and support the continuation of these actions.

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.

Based on reflections from prior practice and review of Year 2 outcomes, the LEA determined that no substantive revisions were necessary to Goal 3, its metrics, target outcomes, or planned actions for the 2026–27 school year. Current actions will continue to be implemented to sustain academic growth, improve English Learner outcomes, strengthen school climate, and address chronic absenteeism among identified student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Supportive Actions	The LEA will fund certificated and classified staff, including teachers, paraprofessionals, and instructional support personnel, to provide ELD instruction, academic intervention and enrichment, supplemental core instruction, STEM learning, organizational skill development, and professional development focused on English Learner outcomes.	$363,939.00	Yes
3.2	School Culture and Climate Actions	The LEA will fund certificated and classified staff to implement PBIS systems, provide professional development, coordinate behavioral and social-emotional supports, manage attendance incentives, organize field trips, and facilitate student recognition activities.	$363,939.00	Yes
3.3	Expanded Learning Opportunities	Partner with the Boys and Girls Club to provide afterschool expanded learning opportunities that include academic support, enrichment activities, and a safe, supervised environment for students outside regular school hours.	$261,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$344,508.00	$17,601.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.262%	0.000%	$0.00	15.262%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Family Partnerships **Need:** Unduplicated student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, face systemic barriers to consistent school engagement, academic achievement, and access to support services. Needs identified	Family engagement strategies—including bilingual outreach, inclusive events, culturally responsive communication platforms, and consistent opportunities for shared decision-making—are designed to remove barriers and build trust between schools and families. Providing these supports on an LEA-wide basis ensures coherence, sustainability, and equal access for all students, particularly those most affected by historical inequities. LEA-wide implementation	3c: LCFF Priority 3 Self-Reflection Tool Ratings

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
	include increased participation in school events, improved communication accessibility, and targeted attendance interventions. **Scope:** LEA-wide	allows for economies of scale, consistent staff training, and a unified approach that raises the baseline of family engagement for all while disproportionately benefiting unduplicated pupils.	
1.2	**Action:** Educational Partner Communication **Need:** Educational partners have expressed the need for more consistent and accessible communication from the school. Feedback indicates that current communication methods may be infrequent, inconsistent, or not adequately accessible to all Educational Partners, particularly English Learners, Foster Youth and Socioeconomically Disadvantaged. **Scope:** LEA-wide	By implementing these actions, New Jerusalem can significantly improve the satisfaction of educational partners regarding the accessibility and frequency of communication, addressing a critical need and enhancing overall community engagement.	3e: The percentage of English Learner, Foster Youth and Socioeconomically Disadvantaged Educational Partners who are satisfied with Communication Accessibility and Frequency.
1.3	**Action:** Targeted Student Group Parent Volunteer Recruitment **Need:** New Jerusalem's English Learners, Foster Youth and socioeconomically disadvantaged students historically perform below grade level in reading and math.	The targeted student group parent volunteer recruitment enhances communication and engagement between schools and families, particularly those from diverse linguistic backgrounds. Implemented LEA-wide, this initiative ensures equitable access to school resources, fostering a more inclusive community. Key components include funding a bilingual para-professional to support non-English speaking families, enhancing participation in their children's education and making the school environment	3c: Increase the number of parent volunteers recruited from targeted student groups. (EL, socioeconomically disadvantaged households, and families with students having special needs).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	more welcoming. A parent communication portal with integrated translations ensures all families receive accessible, comprehensible information, enhancing parental involvement. Additionally, parent information nights and targeted surveys help build community trust and gather feedback to refine engagement strategies, ensuring they are effective and responsive.	
2.1	**Action:** Tier 1 Instructional Actions **Need:** Implement a Targeted Reading Intervention Program only 5% of students are showing growth. English Learner had a growth rate of **Scope:** LEA-wide	By addressing the specific needs of Low Income, English Learner, and Foster Youth students through a structured and supportive reading program, New Jerusalem Charter School can help ensure that all students have the opportunity to succeed and thrive academically. This initiative, therefore, is not only a response to a direct need but also a strategic approach to improving overall educational outcomes LEA-wide.	4a: Percentage of Socioeconomically Disadvantaged, English Learner and Foster Youth students participating in the Targeted Reading Intervention Program showing growth.
2.2	**Action:** Tier 2 & 3 Interventional Actions and Personnel. **Need:** Currently, 42% of our EL students are making progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). This indicates that more than half of our EL students are not acquiring English skills at an expected rate, which can significantly hinder their ability to succeed academically and socially within an English-speaking environment.	By dedicating funds to support instructional coaching and paraprofessional assistance, New Jerusalem Charter School can significantly enhance the educational experience and outcomes for English Learners, foster youth, and socioeconomically disadvantaged students, thus addressing specific needs and promoting educational equity on a wide scale.	4e: Percentage of English Learner Pupils who make progress toward English proficiency as measured by ELPAC. Percentage of students who meet or exceed standard on the Reading Measures of Academic Performance (MAP) local assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Academic Supportive Actions **Need:** Multiple subgroups, including English Learners, socioeconomically disadvantaged students, and students with disabilities, were identified on the 2023 California School Dashboard as performing in the Red performance level in ELA and Mathematics. In particular, only 32.1% of English Learners demonstrated progress toward English proficiency on the 2024 ELPAC—down from 42% the previous year. Additionally, English Learners scored 109.8 points below standard in ELA and 165.8 points below in Math, highlighting a severe and urgent need for targeted academic support. **Scope:** LEA-wide	These actions are designed to address the foundational academic gaps experienced by unduplicated pupils across the LEA. By implementing supplemental curriculum, expanding after-school academic support, and providing professional development specifically focused on improving outcomes for English Learners and socioeconomically disadvantaged students, the LEA ensures that supports are equitably available to all students who need them, regardless of specific school assignment. This LEA-wide approach ensures consistency and coherence in academic supports and enables data-driven interventions to be scaled equitably. Moreover, the funding of ELD resources, test preparation materials, and enhanced instructional practices ensures students at risk of academic failure have access to rigorous, standards-aligned supports that accelerate language acquisition and academic achievement. Metric(s) to Monitor Effectiveness: Rate of EL students making progress toward English proficiency (CA Dashboard ELPAC Indicator) Student performance on CAASPP ELA and Math assessments for unduplicated subgroups	4e: Rate of EL students making progress toward English proficiency

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
3.2	**Action:** School Culture and Climate Actions **Need:** Analysis of attendance, engagement, and school climate data indicates that English Learners, foster youth, and low-income students continue to require additional behavioral, social-emotional, and attendance supports. While overall attendance increased to 94.3% and chronic absenteeism decreased to 10.12%, chronic absenteeism among English Learners remained elevated at 17.45%. Additionally, only 12% of students accessed counseling services during 2025–26, suggesting a need to strengthen student connections to available social-emotional and behavioral supports. Educational partner feedback and local climate data also indicate the importance of maintaining positive school culture, student engagement opportunities, and systems that promote regular attendance and school connectedness. **Scope:** LEA-wide	This action funds Positive Behavioral Interventions and Supports (PBIS), attendance incentives, behavioral and social-emotional supports, student recognition programs, field trips, and professional development focused on creating a positive and inclusive school environment. These services are principally directed toward English Learners, foster youth, and low-income students because these student groups often experience barriers that contribute to chronic absenteeism, disengagement, and reduced access to school-based supports. By providing structured behavioral supports, positive reinforcement systems, attendance interventions, and opportunities for meaningful participation in school activities, the LEA increases student connectedness and engagement. Increased student engagement is expected to improve attendance and reduce behavioral concerns because students who feel connected to their school environment are more likely to attend regularly, participate positively, and access available supports. The action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and benefit from consistent school climate systems, behavioral expectations, and engagement opportunities regardless of grade level or classroom assignment. Implementing these supports across the LEA ensures equitable access while creating a cohesive and positive learning environment that supports the success of unduplicated pupils.	Metric(s) to Monitor Effectiveness: 4a: CAASPP Math Achievement (subgroup performance) 6c: Suspension Rates (CA Dashboard) 6c:Climate Survey: Positive student perceptions of school

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
3.3	**Action:** Expanded Learning Opportunities **Need:** English Learners, foster youth, and low-income students continue to require additional academic support and enrichment opportunities to accelerate achievement and maintain progress toward grade-level standards. Although student outcomes improved during 2025–26, only 27.22% of students met or exceeded standards on the CAASPP English Language Arts assessment, and the English Learner reclassification rate remained at 7.8%, below the district target of 20%. Educational partner feedback and local assessment data indicate a continued need for additional instructional time, academic intervention, enrichment opportunities, and structured learning environments outside the regular school day to support unduplicated pupils in meeting academic and language development goals. **Scope:** LEA-wide	This action partners with the Boys and Girls Club to provide afterschool expanded learning opportunities that include academic intervention, homework assistance, enrichment activities, STEM experiences, and a safe, supervised environment for students outside of regular school hours. These services are principally directed toward English Learners, foster youth, and low-income students because these student groups may have less access to academic enrichment, tutoring, and structured learning opportunities outside of school. By providing additional instructional time and academic support beyond the school day, the LEA increases opportunities for students to practice literacy, mathematics, and language development skills. These supports are expected to improve academic achievement because students receive additional learning opportunities, targeted assistance, and engagement in enrichment activities that reinforce classroom instruction. The action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and benefit from equitable access to expanded learning opportunities regardless of grade level or classroom assignment. Providing these services LEA-wide ensures that students who need additional academic and enrichment support have consistent access to those opportunities.	CAASPP ELA and Math Achievement for unduplicated pupils ELPAC Progress Indicator Attendance and engagement rates in expanded learning programs

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Additional funding being used to support Action 2.2

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,257,292.00	$344,508.00	15.262%	0.000%	15.262%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,183,634.00	$485,793.00	$0.00	$0.00	$2,669,427.00	$2,407,844.00	$261,583.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$363,939.00	$0.00	$363,939.00				$363,939.00	
1	1.2	Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	July 2024-June 2027	$363,939.00	$0.00	$363,939.00				$363,939.00	
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 Charter 1st-8th	July 2024-June 2027	$363,939.00	$0.00	$363,939.00				$363,939.00	
2	2.1	Tier 1 Instructional Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024-June 2027	$363,939.00	$0.00	$363,939.00				$363,939.00	
2	2.2	Tier 2 & 3 Interventional Actions and Personnel.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$224,210.00	$549.00		$224,759.00			$224,759.00	
3	3.1	Academic Supportive Actions	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: New Jerusalem Charter	July 2024-June 2027	$363,939.00	$0.00	$363,939.00				$363,939.00	

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
							1st-8th									
3	3.2	School Culture and Climate Actions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: New Jerusalem Charter 3rd-8th	August 2024-June 2025	$363,939.00	$0.00	$363,939.00				$363,939.00	
3	3.3	Expanded Learning Opportunities	English Learners	Yes	LEA-wide	English Learners	Specific Schools: New Jerusalem Charter 1st-8th		$0.00	$261,034.00		$261,034.00			$261,034.00	
3	3.5															

2026-27 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
$2,257,292.00	$344,508.00	15.262%	0.000%	15.262%	$2,183,634.00	0.000%	96.737 %	**Total:**	$2,183,634.00
								LEA-wide Total:	$2,183,634.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$363,939.00	
1	1.2	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	$363,939.00	
1	1.3	Targeted Student Group Parent Volunteer Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: New Jerusalem Charter 1st-8th	$363,939.00	
2	2.1	Tier 1 Instructional Actions	Yes	LEA-wide	English Learners Foster Youth Low Income		$363,939.00	
2	2.2	Tier 2 & 3 Interventional Actions and Personnel.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Academic Supportive Actions	Yes	LEA-wide	English Learners	All Schools Specific Schools:	$363,939.00	

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 (%)
						New Jerusalem Charter 1st-8th		
3	**3.2**	School Culture and Climate Actions	Yes	LEA-wide	English Learners Low Income	Specific Schools: New Jerusalem Charter 3rd-8th	$363,939.00	
3	**3.3**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners	Specific Schools: New Jerusalem Charter 1st-8th		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,146,907.00	$1,146,907.00

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)
1	**1.1**	Family Partnerships	Yes	$1,500.00	$1,500.00
1	**1.2**	Educational Partner Communication	Yes	$7,000.00	$7,000.00
1	**1.3**	Targeted Student Group Parent Volunteer Recruitment	Yes	$40,000.00	$40,000.00
2	**2.1**	Tier 1 Instructional Actions	Yes	$7,500.00	$7,500.00
2	**2.2**	Tier 2 & 3 Interventional Actions and Personnel.	Yes	$1,068,407.00	$1,068,407.00
3	**3.1**	Academic Supportive Actions	Yes	$10,000.00	$10,000.00
3	**3.2**	School Culture and Climate Actions	Yes	$2,500.00	$2,500.00
3	**3.3**	Expanded Learning Opportunities	Yes	$10,000.00	$10,000.00
3	**3.5**				

2025-26 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)
$324,774.00	$892,131.00	$892,131.00	$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)
1	1.1	Family Partnerships	Yes	$1,500.00	$1,500.00		
1	1.2	Educational Partner Communication	Yes	$7,000.00	$7,000.00		
1	1.3	Targeted Student Group Parent Volunteer Recruitment	Yes	$40,000.00	$40,000.00		
2	2.1	Tier 1 Instructional Actions	Yes	$7,500.00	$7,500.00		
2	2.2	Tier 2 & 3 Interventional Actions and Personnel.	Yes	$813,631.00	$813,631.00		
3	3.1	Academic Supportive Actions	Yes	$10,000.00	$10,000.00		
3	3.2	School Culture and Climate Actions	Yes	$2,500.00	$2,500.00		
3	3.3	Expanded Learning Opportunities	Yes	$10,000.00	$10,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,194,349.00	$324,774.00	0.442%	15.242%	$892,131.00	0.000%	40.656%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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