2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	New Joseph Bonnheim Community Charter
CDS Code:	34-67439-6034094
LEA Contact Information:	Name: Dianne Wiley Position: Principal Phone: (916)395-5240
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$3165475
LCFF Supplemental & Concentration Grants	$$751,108
All Other State Funds	$833,215
All Local Funds	$0
All federal funds	$92,625
Total Projected Revenue	$4,091,315

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$5,198,441
Total Budgeted Expenditures in the LCAP	$$5,635,627
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,037,341
Expenditures not in the LCAP	$-437,186

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,159,937.00
Actual Expenditures for High Needs Students in LCAP	$1,745,719.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$1,286,233
2024-25 Difference in Budgeted and Actual Expenditures	$585,782

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	NJB put all budgeted funds in the LCAP.

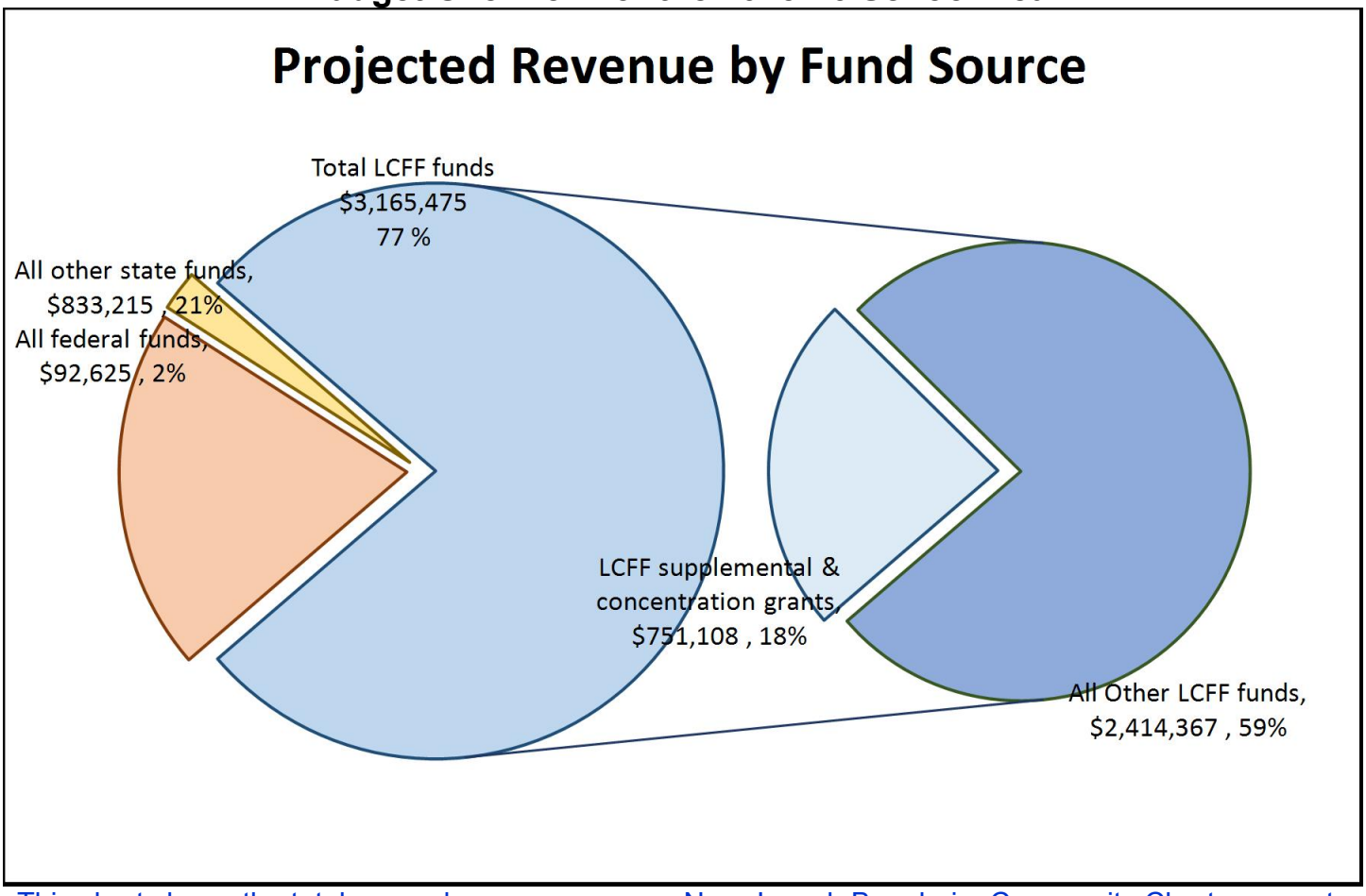
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2025-26 School Year

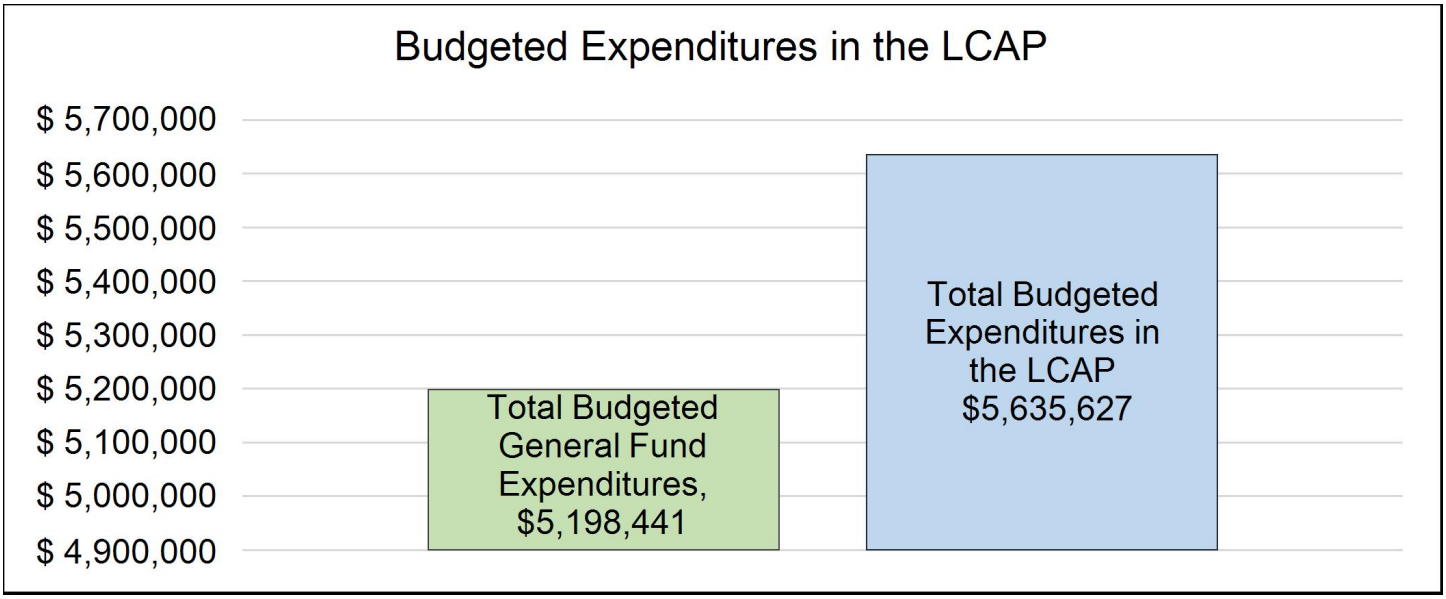


This chart shows the total general purpose revenue New Joseph Bonnheim Community Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Joseph Bonnheim Community Charter is $4,091,315, of which $3165475 is Local Control Funding Formula (LCFF), $833,215 is other state funds, $0 is local funds, and $92,625 is federal funds. Of the $3165475 in LCFF Funds, $$751,108 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Joseph Bonnheim Community Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Joseph Bonnheim Community Charter plans to spend $5,198,441 for the 2025-26 school year. Of that amount, $$5,635,627 is tied to actions/services in the LCAP and $-437,186 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

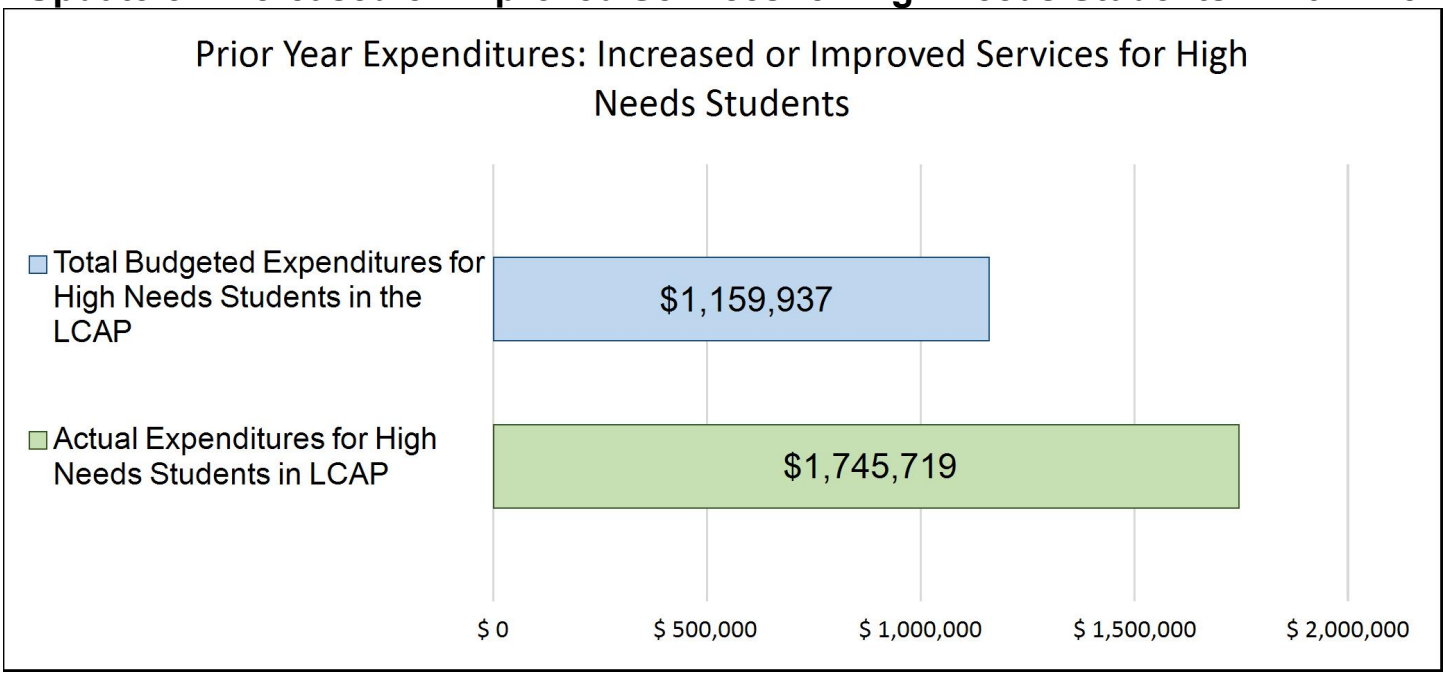
NJB put all budgeted funds in the LCAP.

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

In 2025-26, New Joseph Bonnheim Community Charter is projecting it will receive $$751,108 based on the enrollment of foster youth, English learner, and low-income students. New Joseph Bonnheim Community Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Joseph Bonnheim Community Charter plans to spend $2,037,341 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, New Joseph Bonnheim Community Charter's LCAP budgeted $1,159,937.00 for planned actions to increase or improve services for high needs students. New Joseph Bonnheim Community Charter actually spent $1,745,719.00 for actions to increase or improve services for high needs students in 2024-25.

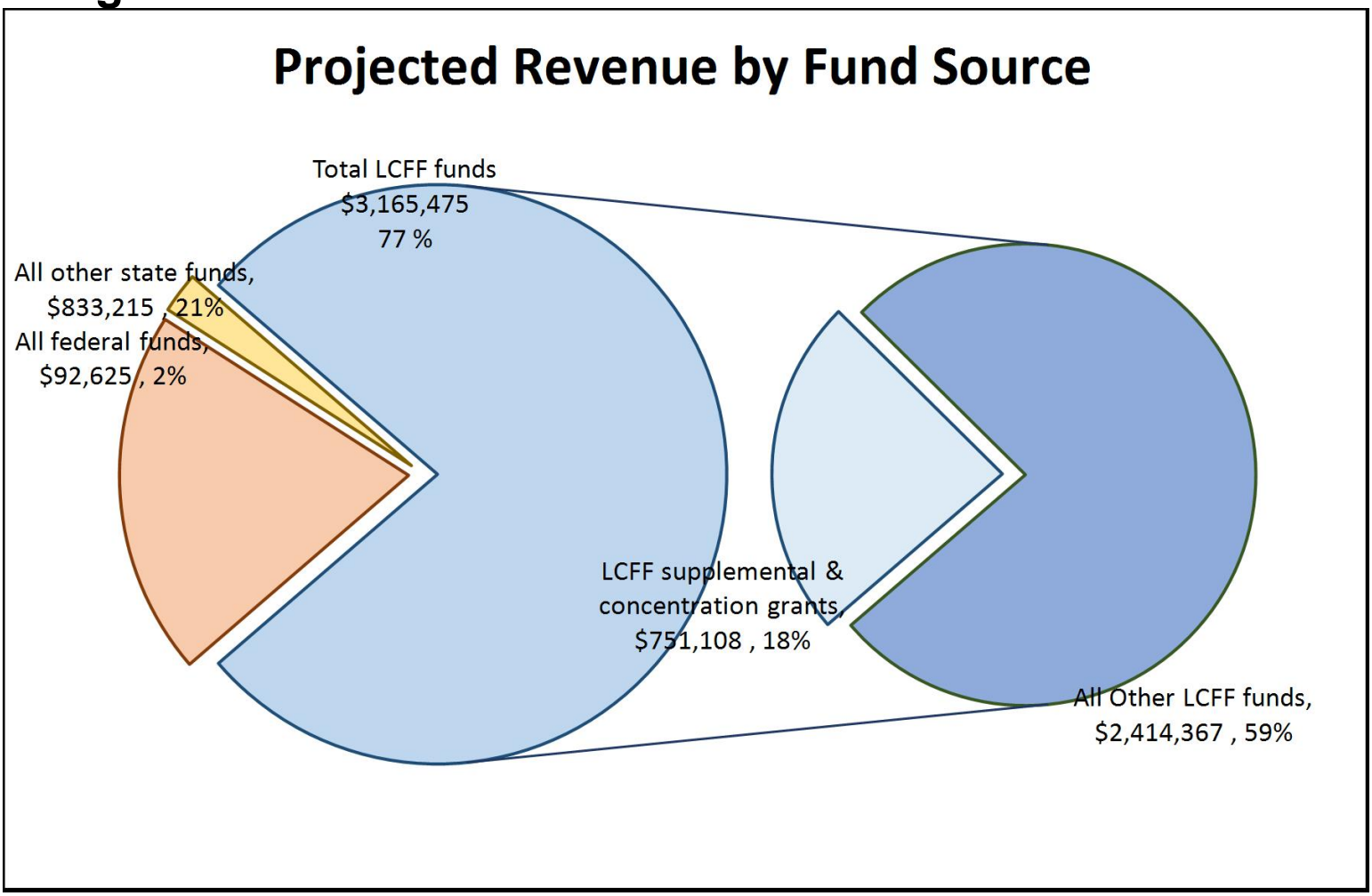
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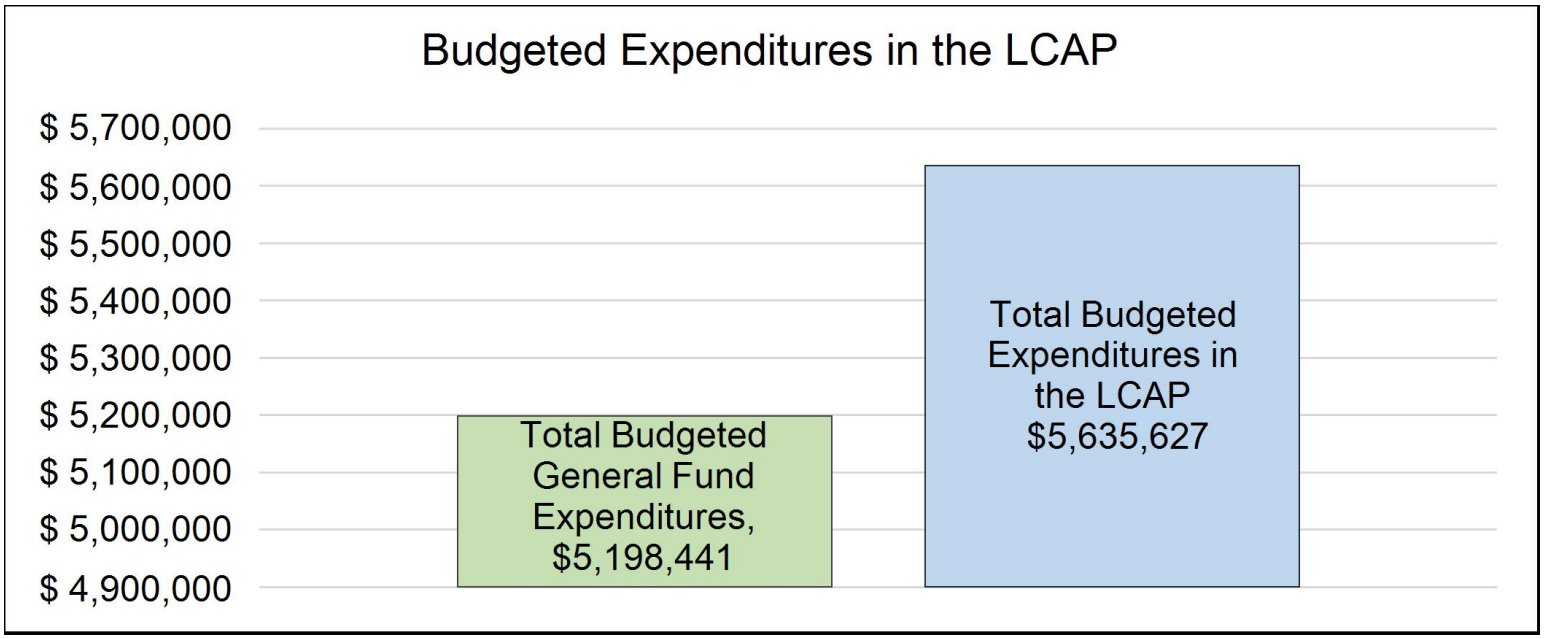


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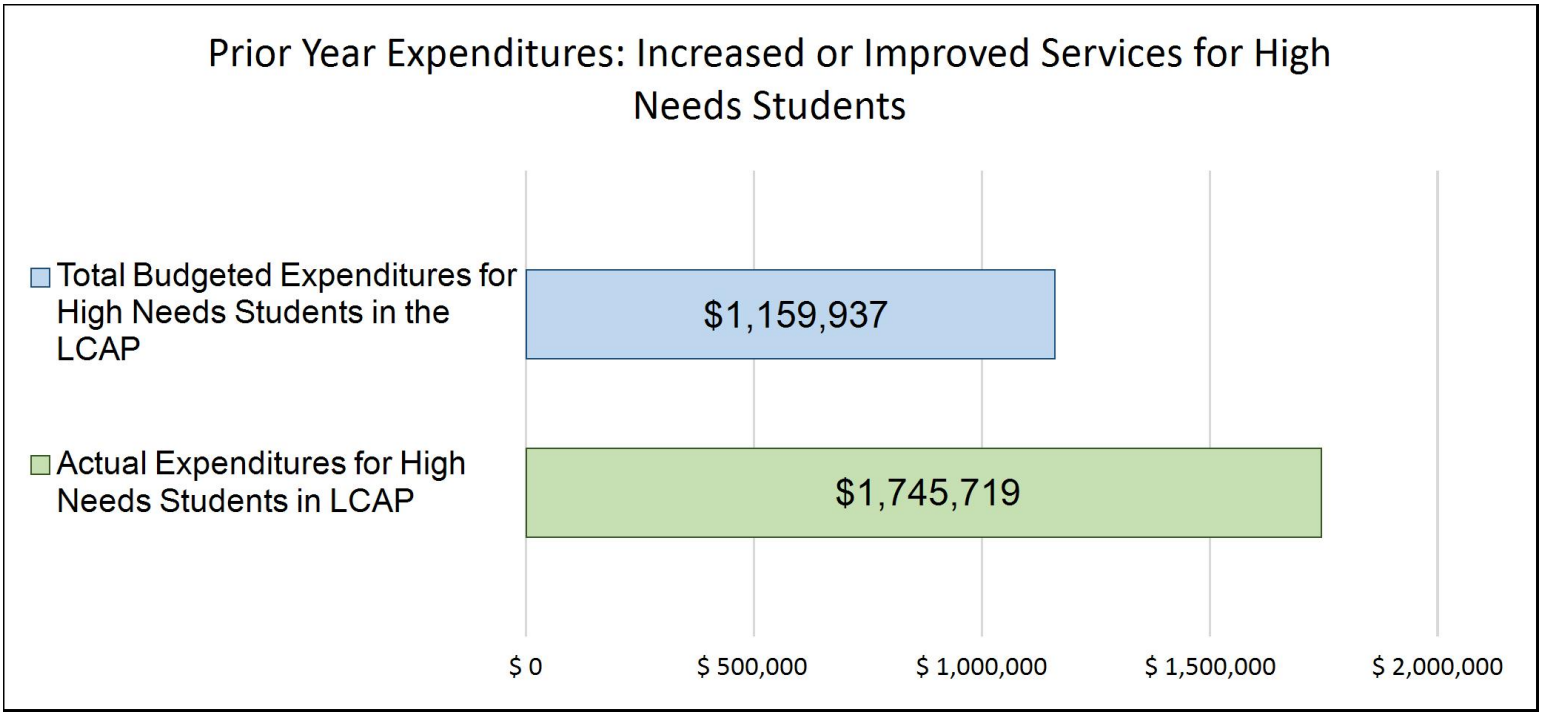
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Local Control and Accountability Plan

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 Joseph Bonnheim Community Charter	Dianne Wiley Principal	Dianne-Wiley@scusd.edu (916)395-5240

Plan Summary [2025-26]

General Information

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

In 2013, New Joseph Bonnheim Elementary School was one of seven schools closed by the Sacramento City Unified School District (SCUSD) as a result of budget cuts. Within one year and due to the collaborative efforts of families, teachers, and community members, the once neighborhood school opened its doors as New Joseph Bonnheim Community Charter, the first dependent charter in SCUSD.

Ten years later, the school is growing and now serves 270 scholars in grades TK thru 6th. The student population is diverse with 60% of students Hispanic, 14% African American, 11% White, and 7% Asian. Over 90% of the scholars are considered socio-economically disadvantaged, 22% are English Learners, and there are no Foster Youth.

There is a performance gap between students at New Joseph Bonnheim compared to their peers in SCUSD. The most recents results of CAASPP testing in 2023 show that overall, students in SCUSD score at 35 points below grade level in ELA, 64 points below grade level in Math, and 43% of English Language Learners are making progress towards proficiency. On those same assessments, New Joseph Bonnheim score at 43 points below grade level and 71 points below grade level. One area where students at NJB perform better than their peers overall is in English Language Progress. Compared to the district as a whole 66% of English Language Learners are making progress. One reason for this is due to the student population. Unlike other schools who are enrolling a large influx of immigrants from Afghanistan, Ukraine, Mexico, and Central America, most of New Joseph Bonnheim English Language Learners speak Spanish and are not newcomers to the US educational system.

In the Kelvin Survey which measures students feelings around safety, belonging, emotions, self-regulation, anti-racist/bias, and gratitude,

students at New Joseph Bonnheim know what is expected of them in the classroom, enjoy feelings of gratitude, have a trusted adult on campus and in moments when they make an error, the adults help them learn from their mistakes. Unfortunately, students struggle to identify their emotions and less than seven of ten students feel they have the opportunity to share their emotions which correlates to the lack of community circles; only 70% of students stated they participate in this restorative practice on a regular basis. While New Joseph Bonnheim would be considered a multicultural school site and 90% of students stated they take pride in their identity, less than 70% of students say they see themselves in the curriculum and even less (63%) feel "everyone at this school speaks positively about race."

The vision for New Joseph Bonnheim Community Charter scholars is to “create a quality education through a variety of learning intelligences to prepare students for the 21st Century.” The goal is for “every scholar be able to read, write, think critically, and master grade level standards.”

- Improve academic and social outcomes through ethical practices
- Create a school culture that emits a civic, social, and educational responsibility and involves parents, scholars, and staff
- Foster communication and positive relationships
- All persons will take responsibility and accountability for their actions
- Have a school climate in which every student, parent, and teacher is willing to help one’s neighbor, respectful of all people around them

The vision of New Joseph Bonnheim is informed by SCUSD's Core Value of Equity, Access, and Social Justice which seeks to recognize the structural inequity built into the school system, interrupt the policies, procedures, and bias which disproportionately impact the educational attainment for minority and disadvantaged students, and repair the process so all students--regardless of ethnicity or economic status--have the ability to access the curriculum to become independent learners who eventually have the option to choose college or a career post high school.

To achieve this, New Joseph Bonnheim will use a continuous improvement model. Administration, teachers, and support staff will engage in high quality instruction, promote the Seven Habits of Highly Effective Students, participate in effective collaborative teams use data to plan lessons with common assessments, appropriate intervention, and extension activities resulting in improved academic outcomes and well being for all student groups. In addition, teachers will be provided the time and support to complete Professional Learning towards creating more effective collaborative practices.

Reflections: Annual Performance

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

According to data from the CA Dashboard zero groups are in the red for academic performance, yet as a whole, scholars at New Joseph Bonnheim are 42.8 points below standard in ELA and 71.3 points below standard in Math. While the overall score in ELA increased by 8.7

points from the previous year, of the 11 identified student groups, not one met the state standard. In Math, scores did not change from 2022-2023 and once again, no student group met the standard. In addition, the data reflects that African American students are falling further behind their peers with scores declining by an average of 20 points in ELA and Math.

In 2022, all student groups were in the red with a 55% rate for Chronic Absenteeism. In 2023, Chronic Absenteeism declined by more than 20% school-wide. On average, all student groups except African American scholars saw an improvement in absenteeism by 30% for Asian, White, Hispanic, and Socioeconomically Disadvantaged. Chronic Absenteeism did improve for African American students by 19% but unlike their peers, they were the only group in the orange. The hiring of an attendance clerk to monitor and provide more accountability for absences may have contributed to the improvement in overall attendance. Yet, the higher than average absenteeism rates for African American students reflects a challenge for NJB to provide better outreach and support for African American students and their families. As a school, it is important to better understand the barriers that prevent African American scholars from having regular attendance. A more full implementation of The Leader in Me program--with targeted conferencing for African American scholars-- will help all students to better understand why attendance at school must be a priority and how the ability to get to school and make academic progress may be more in their circle of control than they believe.

There is a direct correlation between time in the classroom and meeting academic progress. According to the Council of Economic Advisers, absenteeism can account for up to 27 percent and 45 percent of the test score declines in math and reading, respectively. The challenge for NJB scholars to reach mastery in ELA and Math may be impacted by their inability to build their depth of knowledge because of repeated absences.

One area NJB of strong growth was for the English Language Learners (EL). In 2022, NJB added a full-time EL Resource teacher. From 2022 to 2023, EL scholars academic progress jumped from low to high in ELA. Note: In 2022, 45.2 5% of students made progress towards English language proficiency. In 2023, of the 44 EL scholars, 65.9% made progress towards English language proficiency. The gains in ELA were not reflected in Math. Scores for EL declined by 30 points resulting in this student group falling 102 points below the standard as compared to their English speaking only peers whose scores increased by 12 points to 65.9 points below the standard. The increase in ELA which is more of the focus for the EL Resource teacher may indicate that better professional learning for the teachers in integrated and designated instruction as well as more supplemental curriculum to reduce the achievement gap between EL scholars and other student groups.

As of May 2025, New Joseph Bonnheim (NJB) continues to demonstrate positive momentum in student achievement. Upon reflection of the 2023-2024 data from California School Dashboard data shows growth of 12.1 points in English Language Arts (ELA) and 13.3 points in Mathematics, with both subject areas now in the Yellow performance band. These gains are encouraging, particularly as they reflect the effectiveness of schoolwide efforts to strengthen foundational skills in literacy and numeracy across grade levels. Additionally, all student groups in Mathematics performed within the Yellow range, indicating a movement toward more equitable outcomes.

NJB serves a diverse and high-needs student population, with more than 85% of students qualifying as socioeconomically disadvantaged, nearly 20% designated as English Learners, and significant representation across African American, Hispanic, and White subgroups. Importantly, no student group was placed in the Red performance band on any Dashboard indicator. However, while overall academic growth is evident, there remains a critical need to support students who continue to perform below grade-level standards. Of particular concern is a 5.3% decline in English Learner progress, with only 60.6% of students demonstrating movement toward language proficiency.

To address these persistent gaps and accelerate learning recovery, NJB will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to make targeted investments that both comply with allowable uses and directly respond to site-specific data. Central to this plan is the continued funding of 5.5 full-time equivalent (FTE) K–3 teachers. This investment allows NJB to reduce student-teacher ratios in primary grades, ensuring that students receive more individualized attention and small-group instruction focused on foundational reading and math skills. These actions align with the LREBG's purpose of accelerating learning through expanded supports and staffing.

In addition, NJB will fund a 0.70 FTE Science/Farm Specialist, a unique role that supports hands-on, integrated STEM instruction aligned with NJB's agricultural identity. This position not only enriches the science curriculum, but also embeds opportunities for language development, especially for English Learners, by linking academic vocabulary and comprehension skills to real-world, experiential learning. This cross-curricular integration reflects best practices in supporting multilingual learners and is consistent with the LREBG's allowance for integrated pupil supports that address barriers to learning.

An additional component of NJB's plan involves the implementation of an extended school calendar, with eight additional instructional days. These days are designed to provide both students and teachers with valuable time: students will benefit from more direct instruction, especially in core content areas, while teachers will have structured opportunities for collaborative planning and data-driven reflection. This expanded calendar is fully aligned with the LREBG's intent to support extended instructional time as a recovery strategy.

To ensure equitable access during this extended learning time, NJB will also allocate funds for transportation, meals, and enrichment opportunities. These wraparound supports are essential to removing barriers to participation, particularly for families facing economic hardship, and are allowable under the grant's provisions for integrated supports and services that increase student engagement.

In summary, NJB's use of LREBG funds is grounded in a clear understanding of student needs, guided by Dashboard performance and school-based data, and fully aligned with state-identified priorities for learning recovery. The school's investments in early literacy and numeracy, English Learner support, teacher development, and expanded learning time are intended to accelerate achievement and promote equitable outcomes for all students. While progress is evident, this plan reflects NJB's continued urgency to ensure every student thrives.

LREBG Summary
All available funds will be used to support additional instruction. The actions using LREBG funds is Action 2.1.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Classified: Staff and Site Based Decision Meeting	January 11, January 18, January 25, February 1, February 8, March 7, March 14, March 21, April 11, April 18, April 25, May 2, May 16, May 3, June 5
Parent/Families: ELAC, Parent Outreach Meetings	September 18, 2024, October 30, 2024, February 5, 2025, March 19. 2025, and May 28, 2025
Students: Kelvin Survey	09/24, 3/25, 5/25
Steering Committee (includes teacher & parent voice)	August 6, 2024 September 10, 2024 October 8, 2024 November 12, 2024 December 10, 2024 January 14, 2025 February 18, 2025 March 11, 2025 April 8, 2025 May 13, 2025 June 10, 2025
SCOE	09/2025, 02/2025, 04/2025, 05/2025
SCUSD district personnel: Innovative School Director, Title 1 Director, Budget Analyst, EPOCH, Instructional Area Superintendent,	Meetings took place the 1st and 3rd Wednesday of every month from July 2024-June 2025.

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

From a Steering Committee to a Site-Based Decision Team along with regular meetings between staff members and with families, NJB is engaged in a continuous cycle of communication. During the year, regularly scheduled meetings amongst all educational partners provide an opportunity to present data, discuss adopted programs which lead to improved student outcomes and well-being, and determine next steps. For the 2024 LCAP, staff members, families, district personnel with expertise, and community stakeholders had the opportunity to influence the goals and strategies written into the plan, received regular progress updates, and provided feedback before final adoption.

- The Steering Committee is comprised of 11 members who reflect the diversity of the student population and bring forward unique perspectives from their constituents. Meets monthly to discuss all conditions that impact the learning environment of students, including but not limited to facilities, budget, academic programs, after school enrichment, culture, climate, and data surrounding all these factors. The primary role of the Steering Committee is input on the LCAP and then final approval before going to the School Board for final adoption.
- A Site-Based Decision-Making Team which partners with leadership to address concerns from educational partners on issues such as the school calendar, bell schedule, professional learning, outreach opportunities for parents and families, and academic progress.
- Monthly ELAC meetings whose officers are all parents of SL students provide an opportunity for the principal to meet with families whose first language is not English. The principal also provides data on EL student progress compared to their peers. The feedback from families helps determine priorities based on the needs of EL students.
- Staff Meetings take place once a month. Along with information on daily operations, diagnostic data (IREADY, GO Math, & Evolve Learning) is presented by teachers. At these meetings, data from CAASPP, ELPAC, and Kelvin is shared with teachers. Working as a time, long-term academic and other LCAP goals are determined.
- On the first Friday of every month, NJB invites parents and families to participate in a Morning Movement with their scholars followed by a parent engagement meeting. This regularly scheduled meet-up builds relationships, promotes community, and provides additional opportunities for the principal to share updates on student achievement and listen to feedback from families.

The Black/African Advisory Board meets monthly to provide input to the SCUSD board which informs policies, procedures, resources that impact school climate and culture. In addition, the Black/African Advisor Board provides a certain measure of accountability to ensure the board adopted recommendations, made by a Black African Task Force, are followed as a way to interrupt systems which result in a disproportionate number of Black/African students not making the same academic progress as their peers and subject to a higher number of suspensions compared to other student groups.

The District English Learner Advisory Committee (DELAC) meets regularly to advise schools on the implementation of the English Learner Roadmap and also advise district personnel and school representatives on program and services which will result in more English Learners attain English proficiency and have the opportunity to access A-G level classes in high school.

These priorities were most frequently mentioned and therefore, included in the LCAP: Increase academic progress in ELA and Math, professional learning for teachers and Instructional Aides, additional support for EL scholars as well as Tier 2 and Tier 3 interventions, programs to decrease chronic absenteeism, a fully stocked library which includes books and materials that are culturally reflective of student population, computers for students to complete supplementary curriculum outside the classroom, and opportunities for assemblies and field

trips.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	A basic educational core will be provided in an environment that is safe, clean, and supportive.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As stated by the California PTA, "basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities." If NJB can ensure all students have access to basic services, the more likely they are to have improved academic outcomes and a sense of well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and credentialed teachers.	Per 2023 Dashboard:96% of teachers have a clear credential	Per 2023 Dashboard:96% of teachers have a clear credential		100%	0
1.2	Access to standards aligned instructional materials	100% of students have access	100% of students have access		100%	0
1.3	Facilities maintained and in good repair	SARC: Facilities in Good Repair	SARC: Facilities in Good Repair		Excellent	0

Goal Analysis [2024-25]

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

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

NJB provided all basic services.

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.

No substantive differences between estimated and budgeted.

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

Very effective actions to ensure full basic services provided.

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 are planned for goal.

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	Basic Operations Staffing	Principal, Plant Manger, custodian, Office Manager, Office Tech, and Yard Duty	$596,806.00	No
1.2	Basic Teaching Staff	Credentialed teacher for every 24 students in TK -3, Credential teacher for every 28 students in 4-6, Credential RSP teacher to Support students with an IEP, and a Resource EL teacher who provides both push-in support for students in the classroom as well as pull-out on an as needed basis. Times for pull out and push in for RSP, EL, and any other Resource teacher will be determined in collaboration with teachers and as directed by administration.	$2,024,764.00	No
1.3	Basic Operational Costs for NJB	Operations Costs Including but not limited to Facilities Cost, Facilities Repair, Classroom Equipment, Utilities, District Oversight, District Administrative Costs, Copiers, Cell Phones, Custodial Supplies	$483,741.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education Costs	Cost of full participating in district SELPA, including but not limited to full special education staffing	$732,600.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Encourage the advancement of all students towards meeting or exceeding the minimum standards in English Language Arts, Math, and Science as demonstrated through diagnostic and formative assessments as well as grades.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced/CAASSP scores will reflect students have met or exceeded the standards in ELA and Math	Data Quest: CAASPP 2023-2023 ELA 31.97 % Met or Exceeded Standards12% 12% Black student Data Quest: CAASPP 2022-2023 Math 23.81% Met or Exceeded Standard 3.85% Black Student group 10% ELL Student group	ELA 34.23% Met or Exceeded Math 22.15 Met or Exceeded		50%	ELA + 2.26% Math -.34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	California Science Test (CAST) Met or Exceeded Standard	Data Quest: CAASSP 2022-2023 18.92 % Met or Exceeded Standards	30.70% Met or Exceeded Standard		30%	+11.08%
2.3	Supplemental Curriculum and Resources	All classrooms and students have access to adopted curriculum and online programs	100%		100%	0
2.4	High Quality Instruction which is standards based	Prior to school year, teachers and administrators will participate in Professional Learning as well as district training in HQI.	14 of 15 teachers and administrators		All instruction is guided by a stated standard as posted in a lesson plan or on the board. All teachers will have training in accepted curriculum for ELA and Math	0
2.5	Implement academic interventions in ELA and Math	In 2024, intervention time is not specified and if done, not driven by data or tracked for results.	62%		100 minutes a week is dedicated towards targeted intervention time either in the classroom or in school wide/grade level WIN time	+ 62%
2.6	Broad course of study: Students will have access to all Core subjects including Science and Art	In 2024, CGGS standards are not integrated into the curriculum and students do not have access to any type of art	20%		All students will participate in a minimum of 80 minutes a week of Art: Visual, Music, or Performing.	+20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instruction on a scheduled basis.				
2.7	EL students making progress toward English Proficiency	65.9% making progress towards proficiency	Not Available		80% of students making progress towards mastery	N/A
2.8	Pupil Outcomes:differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive.	RSP is all pull-out and due to a rotating subs, no collaboration with classroom teacher on how to differentiate instruction in a way where intervention and accommodations can benefit all students, not only students using an IEP.	100%		100% compliance with IEP for students with an IEP per SEIS. Lesson plans reflect Integrated and Designated time.	100%
2.9	Implementation of standards for all students and enable Els access to CCSS and ELD standards	Integrated and designated time is done but not specified on daily schedule. EL Resource teacher only provides pull-out support and does not collaborate with teachers on adopted curriculum.	65.9%		80% of EL students making progress towards mastery	NA
2.10	EL Reclassification Rate	Five students reclassified in 2023/2024 based on ELPAC/State Testing. Six Dually Identified students reclassified in 2023-2024 based on recommendation of RSP/EL/classroom teacher, and principal.	0		An EL student in the TK-4th system will reclassify 6th grade	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Formal opportunities or system for parent input as a way to promote parental participation in programs for unduplicated students and students with exceptional needs.	Due to principal turnover, scheduled opportunities for parents to provide input.	Not yet completed		Pre and post survey to parents each year. Improved % of satisfaction year over year with an end goal of 90% Satisfaction Rate	Not yet completed

Goal Analysis [2024-25]

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

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

Academic Interventions for ELA and Math started along with the personnel to do it effectively. Academic progress will take two years to fully examine the full effectiveness of the work and support.

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

The cost of aides was greater than anticipated. After school enrichment and academic support were added into this goal; therefore, expenditures greater than budgeted.

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

All but one teacher provided professional learning and changes made to the support provided RSP and EL students. Small improvement in academic progress in ELA and Math.

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.

Will maintain the present course with the support of two Reading Intervention teachers and a Science Coordinator.

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	Supplemental High Quality Instruction	Increase teacher FTEs to include 2 Reading Intervention Teachers and a Science and Agriculture Teacher (Resource Science) LREBG and Title 1 Funds .5 Reading Teacher and .7 Teacher Resource Science from LREBG ($220,000) .3 Teacher Resource Science from Title 1 Other Funds from General Metrics used to assess efficacy 2.1-2.10	$546,000.00	Yes
2.2	Curriculum	All Curriculum will be Standards-based, culturally responsive, and vertically aligned. Agriculture will be integrated into the lessons through thematic instruction and twice weekly activities so students will have an always increasing depth of knowledge about the connection between land, food, and communities as well as a working knowledge of how to manage a farm. For 24-25, the LEA has adopted the following curriculum: • GoMath • Benchmark • Lexia English An as yet agriculture curriculum will be developed using resources from Ag in the Classroom, California FFA and education, themes from units in Benchmark, and CASE. Should needs arise, the LEA may selected additional curricular materials.	$25,000.00	No
2.3	Supplemental Curriculum and Resources	• UFli • Evolve Learning: Frax and Reflex	$18,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		• Lexia: Core 5 for 5th, Power-Up for 6th, and Lexia English (EL) • iReady for all grades • ESGI for kinder • SIPPS for all grades • LETRS for all grades		
2.4	Professional Development	• All teachers and instructional assistants will receive Professional Learning in Structured Literacy and adopted curriculums for ELA and Math. • Through a needs assessment and feedback at Staff Meetings, Teachers and Instructional Assistants will be provided a sub to attend district trainings either at the district office or via Zoom. • Teachers and support staff will participate in Leader in Me training • Teachers will be provided up to three release days per trimester to plan instruction • Teachers and staff will be provided the opportunity to attend an Educational Seminar hosted by a Solution Tree or a similar company approved by the district which focuses on HQI and improving professional learning communities (PLC). • Teachers and staff will be provided substitutes to attend professional training during the school day or paid their hourly rate to attend outside of the regular school calendar or day. * Continue to focus on developing teacher capacity on how to integrate strategies for EL scholars to improve learning outcomes in both ELA and Math.	$3,000.00	No
2.5	Implement academic interventions in ELA and Math during school day along with	Instructional aides will provide targeted support in foundational ELA and Math skills while supplemental instructional materials and software will be provide opportunities for targeted intervention in ELA and Math in the after school program,	$603,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support in after school tutoring.			
2.6	Improve foundational reading skills and comprehension scores using data from I-READY and DIBELS by promoting a love of reading across all grade levels.	In addition to classroom libraries, the school will have a fully functioning library (schedule, ability to check-out, reading hours, multicultural corner) with books in English and Spanish. A featured element of the library will be a multicultural corner where scholars and their families can feature important aspects of their culture while also learning about those of their peers. Families will be provided the opportunity to come enjoy the library and given resources to support reading and learning at home.		No
2.7	Afterschool Program/Tutoring	Provide an after school program for students below grade level in ELA and Math which focuses on advancing literacy skills and/or language proficiency based on student need, prioritizing services for students who are English learners, foster youth and low-income. (work on the targets)	$360,000.00	Yes
2.8	Arts	Provide students with the opportunity to engage in an art-related activity 1 x a week through the funding of a teacher (80% of funding for Art Grant) with an appropriate credential or the addition of IA training in art. CLARA and Theatre of the Arts	$40,000.00	No
2.9	Field Trips for hands on learning and real-life practice	Students have different types of learning styles. A field trips allows students to use all their senses and access prior knowledge which builds on classroom instruction resulting in a better understanding of topics and develops more cultural understanding and tolerance. For disadvantaged students, field trips provide them with an equal opportunity to experience things outside classroom and exposure to career and cultures • Sly Park for 6th Grade • Apple Hill • San Francisco	$39,000.00	

Action #	Title	Description	Total Funds	Contributing
		• California State Capital • Bishop Farms • MOSAC • First Green • Sacramento State University Sacramento • Yolo Basin Foundation • American River Conservancy • Food Literacy • Fairytale Land • Sacramento Zoo General others that compliment the curriculum		
2.10	Implement an Agriculture Curriculum and integrate into the classroom through thematic learning and vertical alignment.	NJB will utilize unexpended LREBG funds to hire a 0.70 FTE Resource Science Teacher to develop and implement an agriculture-integrated science curriculum aligned with the school's Charter. This position will support student learning recovery through hands-on, thematic instruction that builds science proficiency and career readiness in agriculture-related fields. (Funds included in goal 2.1)		No
2.11	Transitional Kindergarten	A study of California's TK program by the American Institute of Research found that children who completed TK had stronger skills in math and literacy when they started kindergarten and were more engaged in learning than their peers who didn't participate in the program. The benefits were especially pronounced for English learners and low-income students. (Teacher funds included in action 1.2; aide funds accounted for here)	$160,000.00	No
2.12	Grow enrollment with the goal of two classes at each grade level with a minimum of 20	Outreach to targeted student groups in alignment with school's mission to serve a diverse, multilingual community. Costs may include but are not limited to translation, publicity, food and materials for community events.		No

Action #	Title	Description	Total Funds	Contributing
	students per class and 40 per grade in K-3. Grow enrollment with a minimum of 25 students per class and 50 student per grade in 4-6.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within three years, NJB will reduce rates of chronic absenteeism and suspension for all student groups and increase connectedness, especially for African American students, by implementing actions that promote regular communication and build a sense of safety for and between all members of the school, including administration, teachers, support staff, MASTERS, and families.	Focus 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Attendance Pro/Tracker 5/2024 AR=91.6	93.4%		96% Attendance Rate Better than SCUSD	+1.8%
3.2	Chronic Absenteeism	CA Dashboard 33.6 Chronically Absent Declined 21.4% African American Students 38.9% Absent	26%		20% Chronic Absenteeism Lower than SCUSD	-7.6%
3.3	Suspension Rate	CA Dashboard 2.5% Overall 12.5 % African American Students	2.4% AA-0%		1%	Overall -.1 AA-0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rate	0 Expulsion	0		0	0
3.5	Sense of School Safety and Connectedness	Kelvin Data 4/2023 93% Students Responded 40% Increase over previous year 80% Feel Safe 89% Feel a Sense of Connectedness	95%		Kelvin Data Participation 95% 90% Feel safe 95% Feel a sense of connectedness	+2%

Goal Analysis [2024-25]

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

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

Attendance improved, Chronic Absenteeism dropped, and Suspension Rates for all student groups decreased.

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.

Stayed on budget for this goal.

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

The Attendance Tech position with its focus on student attendance and daily outreach was an effective use of funds.

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 planned.

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	Parent Teacher Home Visits	Conduct home visits with families of all low-income elementary, middle and high school students experiencing chronic absenteeism or suspensions. The purpose of the home visits is to build trusting relationships with families, to partner in the identification of student needs and to provide targeted support for these areas.		
3.2	Attendance Rate	With the use of a case management team (COST=Cost of Services Team) attendance and administrative staff will collaborate with teachers and family liaisons to identify all students at risk for chronic absenteeism and utilize a case management system, COST) involving regular two-way communication with the student and their family. Funding of a six hour attendance tech will allow consistent monitoring and outreach on a daily basis Funding of a social worker to come on campus to meet with students on an as-needed basis and consult with administration and staff on different services and supports for at risk students.		
3.3	Chronic Absenteeism Rate	Reduce Rates of Absenteeism with additional funding for Attendance Tech, Monthly Challenges, Peer-Mentor, Recognition for improvement, and Community Meetings and Workshops.		
3.4	Parent and Community Engagement Meetings	Host regularly scheduled Community Meetings once a month, both during school hours and after traditional work hours. Provide opportunities for parents, guardians, and families to come on campus to participate in school activities and engage in learning with their student.		No
3.5	Community Resource Days	In order to address the increased need for wrap-around services for low-income students, the NJB will partner		

Action #	Title	Description	Total Funds	Contributing
		with local community agencies and district offices (FACE and CONNECT CENTER) to establish a Community Event 3X a year that provides families with access to community-based services related to social and emotional development, mental health, physical health, student engagement, as well as housing and food insecurities.		
3.6	Peer Mentor and Leadership	As a way for students to build relationships in a safe community, NJB will create a Peer Mentoring and Leadership Program. Through this program, administration and staff will help foster students' problem solving skills help them develop the ability to self-advocate for their needs and that of their peers. The goal is for the site to better understand the unique needs of student populations and create a school community where students have the communication skills and empathy to resolve differences without anger. This might include vests for identification on campus, peer training, and certificates.	$1,000.00	No
3.7	Fully Implement Leader in Me	All teachers will be trained in Leader in Me. Designated time will be provided each day to train students in Leader in Me. The Leader in Me will be used to guide communication strategies and promote self discipline in students. For example, the adoption of the Leader in Me planner to promote consistent communication between home and school.		No
3.8	SEL Audit and Training	Provide school staff (including teachers, instructional assistants, administrators, front office staff, and school safety personnel) with professional development to incorporate SEL strategies provided by the district into instruction and daily interactions with students to address the needs of low-income students.		

Action #	Title	Description	Total Funds	Contributing
3.9	Increase enrollment and participation in PTA.	PTA funds many activities on campus. With a growing enrollment and costs for trips, events, and field trips reliant on the additional funds provided by PTA, promote enrollment and participation in PTA. Create newsletter to go home with activities. Create events for families to get involved. Pay for fingerprinting and background checks.		No
3.10	Steering Committee Training	To better understand the role of a Steering Committee and learn the rules of governance, the Steering Committee will attend training provided by the district through the Director of Innovative Schools.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2025, we will strengthen instructional practices through targeted professional development and collaborative planning to support English Learners. As a result, we aim to increase the percentage of EL students scoring in the 'Nearly Met' or higher range on the SBAC ELA and Math by 10%, while decreasing the number scoring 'Standard Not Met.' Progress will be monitored using iReady diagnostics and classroom-based assessments.	Focus Goal

State Priorities addressed by this goal.

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 Joseph Bonnheim has a diverse student population with 60 English Language Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Implementation of standards for all students and enable Els to access CCSS and ELD standards.	CA Dashboard Full Implementation Scheduled 30 Minutes of Designated ELD	100%		100%	100%
4.2	EL students making progress towards English Proficiency	22/23 42.5 making progress towards English language proficiency Increased 22.2% Number of EL Students: 44	65.9%		80%	+23.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	EL Reclassification Rate	Source: ED Data and CA Dashboard 2022-2023 5 students reclassified 42.5 % making progress towards English language proficiency Increased 22.2% Number of EL Students: 44	As of 5/25, Data not available		All students in American school system from K-6, will reclassify.	0

Goal Analysis [2024-25]

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

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

NJB made academic progress and acquisition of language for English Learners a priority.

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.

SIC was not originally budgeted for in this goal but was ultimately placed here

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

The budget expenditures for a SIC and a focus on implementation of all standards including use of the EL Roadmap was very effective in supporting student progress.

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 planned changes except Reading Intervention Teachers will provide more intensive support to newcomers.

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
4.1	Implementation of standards for all students and enable Els to access CCSS and ELD standards.	Map out all essential standards by grade level and integrate the EL Roadmap.		No
4.2	Provide Integrated and Designated ELD connected to content area for EL scholars and recently reclassified.	EL Resource teacher will schedule and participate in collaborative time with all grade level teachers for at least 60 minutes per month. Working with administration and grade level teaches, the weekly schedule for ELD includes time in the classroom working with and helping to monitor EL students. All classrooms with more than three EL students have 30 minutes of additional support per day to help provide support for Designated EL instruction.		
4.3	Program to track progress	All EL students who have been in the US education system since 1st Grade will reclassify by 6th Grade while all Dually Identified students will have an IEP meeting to determine whether it is appropriate to reclassify based on disability.		
4.4	Monitor academic progress	Focus on reclassifying Dually Identified Students and coordinate with teachers and EL Resource Teacher to monitor academic progress for EL students. Reclassification Ceremony at the end of year to celebrate progress and success.	$500.00	
4.5	Create a Parent-Center	Provide a space on campus with computers, wifi, curriculum, child care, school supplies, and translation services as a way for families, especially for EL scholars who may needed added supports to better understand the policies, procedures, support, and services which may get lost in translation.		

Action #	Title	Description	Total Funds	Contributing
4.6	Translation Services/Fingerprinting	Offer translation services for all Parent and Community Engagement Meetings, IEP Meetings, and translate all written communication home into the family's primary language. Offer reibursement for fingerprinting to increase on campus involvement.	$1,916.00	
4.7	Increase participation in ELAC	Using the ELAC meetings as an opportunity to hear from families with EL students and provide information/workshops to families whose primary language is not English. Make an intentional effort to make outreach with all parents of EL scholars to participate in ELAC and host events to promote attendance. Provide translation services for all languages.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

No dollars were budgeted but funds were spent on Leader in Me training

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PTHV	All staff will participate in the PTHV		
5.2	Leader in Me	Ensure the use of Leader in Me (common language) across the school and through the home visit. For example, using the school planner to provide consistent communication between class and home.		
5.3	Workshops	Provide opportunities for families to come to campus for monthly meetings, workshops, and activities for family would like to come.		
5.4	English Classes for families			
5.5	Create Restorative Practices			

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$751,108.00	$

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
25.603%	0.000%	$0.00	25.603%

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:** Basic Operations Staffing **Need:** NJB needs a full staff to support the needs of the students and maintain the facility. **Scope:**	NJB needs a full staff to support the needs of the students and maintain the facility.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Basic Teaching Staff **Need:** Credentialed teachers are essential to provide High Quality Instruction **Scope:**	NJB needs a full staff to support the needs of the students and maintain the facility.	
1.3	**Action:** Basic Operational Costs for NJB **Need:** New Joseph Bonnheim Community Charter **Scope:** LEA-wide	NJB needs a full staff to support the needs of the students and maintain the facility.	
1.4	**Action:** Special Education Costs **Need:** Dependent Charters pay a fee to the district for specific supports **Scope:** LEA-wide	NJB is a Dependent Charter relying on SCUSD District Office to provide support.	
2.1	**Action:** Supplemental High Quality Instruction **Need:** Academic Growth and Language Support for EL and LI learners	These positions provides intervention support and professional learning for the staff. With high UPP staffing these positions school wide is most effective.	As Above, CASSP, EL Reclassification, and Progress on Standards

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: Schoolwide		
2.3	**Action:** Supplemental Curriculum and Resources **Need:** Students need additional resources the core curriculum so that teachers can effectively differentiate and provide key instruction. **Scope:** Schoolwide	Implementing iReady and other supplemental tools will allow teachers to specifically address distinct student needs	
2.7	**Action:** Afterschool Program/Tutoring **Need:** More Support beyond the school day **Scope:** Schoolwide	Provide more academic support, as well as targeted enrichment, after school and during holiday breaks.	Student group academic scores
2.9	**Action:** Field Trips for hands on learning and real-life practice **Need:** Access to thematic, hands on learning **Scope:**	Field trips provide access that would otherwise not be available to students	

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
2.5	**Action:** Implement academic interventions in ELA and Math during school day along with support in after school tutoring. **Need:** **Scope:** Limited to Unduplicated Student Group(s)	In Classroom Intervention Services and afterschool enrichment	Same as Above

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

Additional Concentration Grant Funding

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,933,649.00	$751,108.00	25.603%	0.000%	25.603%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,785,983.00	$754,328.00	$0.00	$95,316.00	$5,635,627.00	$3,973,870.00	$1,661,757.00

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	Basic Operations Staffing	All	No			Specific Schools: New Joseph Bonnheim	2025-26	$596,806.00	$0.00	$596,806.00				$596,806.00	
1	1.2	Basic Teaching Staff	All Students with Disabilities	No			Specific Schools: New Joseph Bonnheim Community Charter Tk-6	2025-26	$2,024,764.00	$0.00	$2,005,836.00	$18,928.00			$2,024,764.00	
1	1.3	Basic Operational Costs for NJB	All	No Yes	LEA-wide		All Schools Specific Schools: New Joseph Bonnheim Community CharterNew Joseph Bonnheim Community Charter TK-6TK-6	2025-26	$0.00	$483,741.00	$466,741.00	$17,000.00			$483,741.00	
1	1.4	Special Education Costs	All	No Yes	LEA-wide		All Schools	2025-26	$0.00	$732,600.00	$732,600.00				$732,600.00	

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
							Specific Schools: New Joseph Bonnheim Community CharterNew Joseph Bonnheim Community Charter TK-6TK-6									
2	**2.1**	Supplemental High Quality Instruction	English Learners Low Income	Yes	School wide	English Learners Low Income		2024-2027	$546,000.00	$0.00	$273,000.00	$218,400.00		$54,600.00	$546,000.00	
2	**2.2**	Curriculum	All	No					$0.00	$25,000.00	$25,000.00				$25,000.00	
2	**2.3**	Supplemental Curriculum and Resources	All English Learners Low Income	No Yes	School wide	English Learners Low Income			$0.00	$18,000.00		$18,000.00			$18,000.00	
2	**2.4**	Professional Development	All	No					$3,000.00	$0.00		$3,000.00			$3,000.00	
2	**2.5**	Implement academic interventions in ELA and Math during school day along with support in after school tutoring.	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$603,300.00	$0.00	$565,000.00			$38,300.00	$603,300.00	
2	**2.6**	Improve foundational reading skills and comprehension scores using data from I-READY and DIBELS by promoting a love of reading across all grade levels.	All	No												
2	**2.7**	Afterschool Program/Tutoring	English Learners Low Income	Yes	School wide	English Learners Low Income			$0.00	$360,000.00		$360,000.00			$360,000.00	
2	**2.8**	Arts	All	No					$40,000.00	$0.00		$40,000.00			$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Field Trips for hands on learning and real-life practice	Low Income			Low Income			$0.00	$39,000.00		$39,000.00			$39,000.00	
2	2.10	Implement an Agriculture Curriculum and integrate into the classroom through thematic learning and vertical alignment.	All	No												
2	2.11	Transitional Kindergarten	All	No					$160,000.00	$0.00	$120,000.00	$40,000.00			$160,000.00	
2	2.12	Grow enrollment with the goal of two classes at each grade level with a minimum of 20 students per class and 40 per grade in K-3. Grow enrollment with a minimum of 25 students per class and 50 student per grade in 4-6.	All	No												
3	3.1	Parent Teacher Home Visits														
3	3.2	Attendance Rate														
3	3.3	Chronic Absenteeism Rate														
3	3.4	Parent and Community Engagement Meetings	All	No												
3	3.5	Community Resource Days	English Learners Low Income			English Learners Low Income										
3	3.6	Peer Mentor and Leadership	All	No					$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.7	Fully Implement Leader in Me	All	No												
3	3.8	SEL Audit and Training														
3	3.9	Increase enrollment and participation in PTA.	All	No												
3	3.10	Steering Committee Training														
4	4.1	Implementation of standards for all students and enable Els to access CCSS and ELD standards.	All	No												
4	4.2	Provide Integrated and Designated ELD connected to content	English Learners			English Learners										

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
		area for EL scholars and recently reclassified.														
4	4.3	Program to track progress	English Learners			English Learners										
4	4.4	Monitor academic progress							$0.00	$500.00				$500.00	$500.00	
4	4.5	Create a Parent-Center	English Learners			English Learners										
4	4.6	Translation Services/Fingerprinting							$0.00	$1,916.00				$1,916.00	$1,916.00	
4	4.7	Increase participation in ELAC														
5	5.1	PTHV														
5	5.2	Leader in Me														
5	5.3	Workshops														
5	5.4	English Classes for families														
5	5.5	Create Restorative Practices														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,933,649.00	$751,108.00	25.603%	0.000%	25.603%	$2,037,341.00	0.000%	69.447 %	**Total:**	$2,037,341.00
								LEA-wide Total:	$1,199,341.00
								Limited Total:	$565,000.00
								Schoolwide Total:	$273,000.00

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	**1.3**	Basic Operational Costs for NJB	Yes	LEA-wide		All Schools Specific Schools: New Joseph Bonnheim Community Charter TK-6	$466,741.00	
1	**1.4**	Special Education Costs	Yes	LEA-wide		All Schools Specific Schools: New Joseph Bonnheim Community Charter TK-6	$732,600.00	
2	**2.1**	Supplemental High Quality Instruction	Yes	Schoolwide	English Learners Low Income		$273,000.00	
2	**2.3**	Supplemental Curriculum and Resources	Yes	Schoolwide	English Learners Low Income			
2	**2.5**	Implement academic interventions in ELA and Math during school day	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$565,000.00	

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 (%)
		along with support in after school tutoring.						
2	**2.7**	Afterschool Program/Tutoring	Yes	Schoolwide	English Learners Low Income			
2	**2.9**	Field Trips for hands on learning and real-life practice			Low Income			
3	**3.5**	Community Resource Days			English Learners Low Income			
4	**4.2**	Provide Integrated and Designated ELD connected to content area for EL scholars and recently reclassified.			English Learners			
4	**4.3**	Program to track progress			English Learners			
4	**4.5**	Create a Parent-Center			English Learners			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,892,035.00	$4,517,248.31

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**	Basic Operations Staffing	No	$537,309.00	$604,127.00
1	**1.2**	Basic Teaching Staff	No	$1,817,789.00	$1,808,108.74
1	**1.3**	Basic Operational Costs for NJB	No Yes	$323,013.00	$333,534.14
1	**1.4**	Special Education Costs	No Yes	$540,750.00	$615,030.00
2	**2.1**	High Quality Instruction	Yes	$327,174.00	$157,831.43
2	**2.2**	Curriculum	No	$30,000.00	$60,305.98
2	**2.3**	Supplemental Curriculum and Resources	Yes	$20,000.00	$13,800.00
2	**2.4**	Professional Development	No	$16,000.00	0
2	**2.5**	Implement academic interventions in ELA and Math during school day along with support in after school tutoring.	Yes	$27,000.00	$43,763.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Improve foundational reading skills and comprehension scores using data from I-READY and DIBELS by promoting a love of reading across all grade levels.	No		$13,800.00
2	2.7	Afterschool Program/Tutoring	Yes	$30,000.00	$524,755.98
2	2.8	Arts	No	$60,000.00	0
2	2.9	Field Trips for hands on learning and real-life practice		$25,000.00	$21,796.44
2	2.10	Implement an Agriculture Curriculum and integrate into the classroom through thematic learning and vertical alignment.	No	$10,000.00	0
2	2.11	Transitional Kindergarten		$120,000.00	$162,197.88
2	2.12	Grow enrollment with the goal of two classes at each grade level with a minimum of 20 students per class and 40 per grade in K-3. Grow enrollment with a minimum of 25 students per class and 50 student per grade in 4-6.	No	$5,000.00	$365.40
3	3.1	Parent Teacher Home Visits			
3	3.2	Attendance Rate			
3	3.3	Chronic Absenteeism Rate			
3	3.4	Parent and Community Engagement Meetings	No		
3	3.5	Community Resource Days			
3	3.6	Peer Mentor and Leadership	No	$1,000.00	0
3	3.7	Fully Implement Leader in Me	No		
3	3.8	SEL Audit and Training			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Increase enrollment and participation in PTA.	No		
3	3.10	Steering Committee Training			
4	4.1	Implementation of standards for all students and enable Els to access CCSS and ELD standards.	No		$157,831.43
4	4.2	Provide Integrated and Designated ELD connected to content area for EL scholars and recently reclassified.			
4	4.3	Program to track progress			
4	4.4	Monitor academic progress		$500.00	0
4	4.5	Create a Parent-Center			
4	4.6	Translation Services		$500.00	0
4	4.7	Increase participation in ELAC		$1,000.00	0
5	5.1	PTHV			
5	5.2	Leader in Me			
5	5.3	Workshops			
5	5.4	English Classes for families			
5	5.5	Create Restorative Practices			

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
780353	$1,159,937.00	$1,745,719.00	($585,782.00)	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	1.3	Basic Operational Costs for NJB	Yes	$323,013.00	399119		
1	1.4	Special Education Costs	Yes	$540,750.00	615000		
2	2.1	High Quality Instruction	Yes	$249,174.00	157800		
2	2.3	Supplemental Curriculum and Resources	Yes	$20,000.00	26800		
2	2.5	Implement academic interventions in ELA and Math during school day along with support in after school tutoring.	Yes	$27,000.00	47000		
2	2.7	Afterschool Program/Tutoring	Yes		500000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2624702	780353	0	29.731%	$1,745,719.00	0.000%	66.511%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	9.6	79.1%	10.5%	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards			3			
Physical Education Model Content Standards					5	
Visual and Performing Arts			3			
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

NJB provides standards based instruction. All teachers are provided three days professional learning prior to start of the school year as an opportunity to map out instruction and collaborate with grade level peers. All teachers have access through a district portent to sign up for trainings of their choice in all content areas throughout the school year. At the end of the 2024 school year, release days provided to teachers were used to bring the entire staff together to develop thematic learning using state adopted curriculum, Go Math and Benchmark, break down each unit to focus on essential standards, embed vertical articulation, and create common assessments so data could be used to drive future instruction. SIPPS, Dibels, I-Ready, and Frax math are utilized by teachers to support intervention in math, reading, and writing as a way to improve foundational skills which will ensure more students reach and exceed the minimum standards in content areas. A full-time EL Resource teacher provides support on to integrate the EL Roadmap into content areas and provides additional pull-out support of EL scholars. An

instructional coordinator and training specialist provided on site trainings and support for all teachers based on a needs assessment from teachers.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

New Joseph Bonnheim (NJB) continues to prioritize community building and listening to students and families as the foundation for strong school-family relationships. As over half of NJB students come from homes where English is a second language—primarily Spanish—the school remains committed to two-way communication in both English and Spanish. Bilingual front office staff, including the Office Manager and Attendance Technician, provide families with accessible and timely support in their home language.

In 2024–2025, the school replaced the EL Resource Teacher role with a Site Instructional Coordinator who now leads ELAC meetings, CAASPP preparation, and facilitates data-driven instructional planning with teachers during

CPT. Monthly ELAC meetings continue to provide families with valuable resources and information on topics such as immigration, healthcare, and college readiness.

All staff received 15 hours of professional learning at the start of the school year and are encouraged to attend additional trainings aligned with their interests. Teachers also collaborate on thematic learning, laying the groundwork for further expansion in 2025–2026 with the addition of a Resource Teacher, Science Teacher, and two Reading Intervention Teachers.

The principal continues to build relationships through regular meetings with the PTA, ELAC, and Steering Committee, scheduled at varied times to accommodate parent availability. Efforts to increase parent engagement in the LCAP process included community education on the role of the Steering Committee and a transparent nomination and election process to ensure representative family participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

1. Communication: Utilize district tools for communication to home which translates in all language and provides updates on attendance, school and district communication, and allows families easy access school portal and contact information
2. Create a family centered culture on campus where families have access to information for school and district services, meet with administration and staff, and participate in the decision making process on campus
3. Connectivity and Attendance: Increasing FTE of office tech to provide better outreach to families to overcome attendance challenges and build a relationship with families so trust is built and solutions can occur to why a child is not attending school
4. Kelvin Data: While the data from students reflected trusting relationships with adults on campus and feelings of safety, students did not feel they had the tools to identify emotions and feelings and thus express them. NJB is adopting and receiving training in the Leader in Me as a way to create shared language and dialogue around thoughts, feelings, actions, and one's ability to have control over their thoughts, feelings, and actions. This SEL program is centered around morning conversations to set the tone, open dialogue, community circles, restorative practices, and the ability of each individual to be a leader on their own life.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In 2024, NJB partnered with the district's SEL team to have a school wide audit to identify the strengths and challenges of the culture as it is seen through the family and student's perspective. In 2024-2025, a training specialist will support NJB's effort to use that data to find opportunities to engage better with students of color who according to the Kelvin Survey, feel pride in their culture but are not comfortable with sharing it with peers and staff. A Site Instructional Coordinator has been added to the staff to collaborate with teachers to ensure standards based instruction is happening in the classroom but also to provide guidance on how to embed culturally responsive lessons, literature, and conversation into the instruction. Students who feel safe, valued, and heard are better able to focus on instruction and develop a joy for learning. In addition, the focused engagement with students will extend to families. Using the same data, NJB will begin reaching out directly to families to have have individual and small group conversations to find out not only their immediate needs but also how to have policies, procedures, and communication which does not turn them away from the school setting and break down trust but provides opportunities for engagement, learning, and partnership. In addition, NJB is creating a parent center, developing a Cultural Corner in the library to feature all cultures, and showcase those items, literature, cultural relics, and art, which makes students proud of their heritage and family.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

NJB is a collaborative site where teachers and staff come together to share data to better understand students' academic progress. NJB has student conferences three times a year for families to meet directly with teachers. NJB has a school counselor, RSP teacher, Speech and Language Therapist, and a Site Instructional Coordinator. For a school of 290, there is a higher level of support than other sites in the community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

1. Site Instructional Coordinator will collaborate with staff to use regular assessments for ELA and Math, use the data to drive instruction, create intervention, and communicate with students and families on students progress and opportunities to improve
2. Data is not used to identify areas where students are falling behind and then provide targeted intervention. In 2024-2025, NJB will use common assessments to drive instruction and create opportunities for Tier 2 instruction in the classroom. In addition, specified time will be allocated on the daily schedule to provide very specific and targeted instruction in ELA and Math.
3. Data from state testing and I-Ready reflect a gap in student learning, especially in foundational reading skills which impacts students ability in all content areas. A goal has been set to provide all teachers with professional learning in LETRS, SIPPS, LEXIA and DIBELS and where there is a gap, provide direct instructional support in these programs which support academic progress in foundational reading skills and for EL students, the acquisition of language.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The return of student celebrations will be critical invitations for our families to be active participants in celebrating their student or school programs. At the end of 2024, events such as Morning Movement, Family Dinner in February,

Bingo Night, and Science Fair proved effective in engaging diverse groups of families. Using site funds and in partnership with PTA, NJB will ensure supplies needed school supplies are available for all parents. Schools can provide theme parent night based on school priorities. . During events, ensure that there are childcare options that are available to all families, so that childcare is not a barrier for parent participation. For families with transportation issues, ensure bus vouchers are readily available without feelings of shame or guilt. Continue a high level of participation in Student-Parent Home Visit with an effort to prioritize families who have identified needs. Ensure schools follow up with families who don't attend schedule a meeting and provide multiple ways/times to meet. Use a Coordination of Services Team, COST, with the GOAL of communicating the importance of regular on time attendance with families. When possible, combine parent workshops with Community Nights and Fun Activities.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

NJB has multiple opportunities for parents to provide input for decision making. At the school site level, the Steering Committee members provide direct input from their constituents. The PTA works tirelessly to engage and involve parents. All schools have a School Site Council and NJB has more than 15 English learners so the English Language Advisory Committees works to engage parents within those specific subject matter jurisdictions. At the district level, the Superintendent has convened a Superintendent's Parent Advisory group to provide input and a voice directly with our superintendent. The District English Language Advisory Committee is actively seeking parent input through the committee's work and

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

An area of focused improvement would be to increase parent participation in all parent input/participation avenues like Steering Committee, PTA, DELAC and SELPA Community Advisory. To grow and enact the charter, parent participation in PTA, Steering Committee and ELAC meetings. In addition, improved and more communication to increase parent understanding of each advisory group and the work that is being done. Increase recruitment for all

groups and provide regular/flexible meeting times and dates. Ensure an interpreter is available to provide translation services.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We need promote celebration Reclassified Fluent English Proficient (RFEP) students. While NJB does have a higher percentage of Spanish speaking students, it needs to celebrate all cultures with events that also educate the entire school community. Ensure that events are scheduled with flexible time and options so that they are open for all. Consider developing a parent/community newsletter site as a central repository for parent information.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Kelvin Survey completed by students with an 95% participation rate in grades 3-6 which is an increase of 9% from the previous year. Overall 100% of students felt they had a trusted adult on campus which reflects strong relationships between adults and students. The Kelvin survey reflects students who have a strong sense of community and see their culture reflected in the curriculum and on campus. The school contines to use the Kelvin Data to identify areas where students feel they want more voice and when there is a challenge in relationships or communication with staff and peers, restorative action occurs.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The findings from the Kelvin survey reflect that adults on campus are making an effort to connect with students and build trusting relationships. For white students who see themselves in the teaching staff and can make more connections with the instructional materials and literature, NJB is an extension of their culture. For African American students who do have positive feelings towards adults and peers in general, do not feel the same sense of safety and connectivity. The result is lower attendance rates, higher chronic absenteeism, and a greater likelihood for them to not feel as represented or valued as other student groups.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

1. Personal outreach by the principal to every Black family to assess their needs and create a dialogue on how NJB can better support and represent their children in the classroom and on campus.
2. Attendance Tech and Cost of Services team to provide immediate intervention and follow-up when a need is identified and additional follow-up
3. Restorative practices as compared to punitive discipline which only further disengages Black students.
4. Direct instruction with the support of the district representative from the SEL department on anti-racist anti-bias reflections and practices for teachers and then additional work with students to build common language around race.
5. Community Circles to model appropriate communication and build peer-to-peer relationships.
6. Addition of an African American parent to the Steering Committee to represent the unique perspective of Black families and provide input on policies, procedures and events which can be adopted and celebrated in classrooms and on campus.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

New Joseph Bonnheim offers students access to a limited broad course of study. In addition to ELA, Math, Social Science, and PE, students have access to hands on learning on the farm. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. New Joseph Bonnheim will continue to work with all vested stakeholders and partners such as families, ELAC committee, DELAC, Steering Committee, and Black Parallel School Board to ensure the need's assessment to create and update the LCAP is informed and relevant. NJB will continue to support staff in their Professional Learning Communities to ensure they have an effective curriculum that will: Bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge; Are thoughtfully planned and aligned to content standards; Include periodic assessments to monitor student learning and modify instruction; and Are appropriately sequenced and related across grade levels.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have an equal access to a broad course of study. NJB offers a well-funded after school program under the direction of the principal who partners with teachers during the school day to provide interventions in the classroom as well as after school tutoring and extension activities including hands on learning in Science, Art, and Agriculture.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Additional funding and a better understanding of integrating access other subject areas is necessary to provide access to more art, science, and agriculture.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In 2024–2025, NJB implemented a Site Instructional Coordinator (SIC) role to strengthen professional learning and align instructional practices through data-informed decision-making. The SIC played a key role in bringing staff together around a shared focus on curriculum, using standards-based instruction and collaborative planning time (CPT) to drive academic outcomes. This initiative successfully created a more cohesive instructional approach across grade levels.

Building on this success, the SIC's work laid the foundation for targeted staffing investments in 2025–2026, including the addition of two Reading Intervention Teachers and one Resource Science Teacher. These new roles will support robust intervention systems in ELA and deepen the integration of NGSS-aligned science instruction throughout the week. This strategic expansion not only advances NJB's academic goals but also brings the school's charter mission to life—ensuring that every student graduates 6th grade with strong reading, writing, and comprehension skills, and a solid foundation in science.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative					

Coordinating Instruction	1	2	3	4	5
placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					