

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EJE Elementary Academy Charter

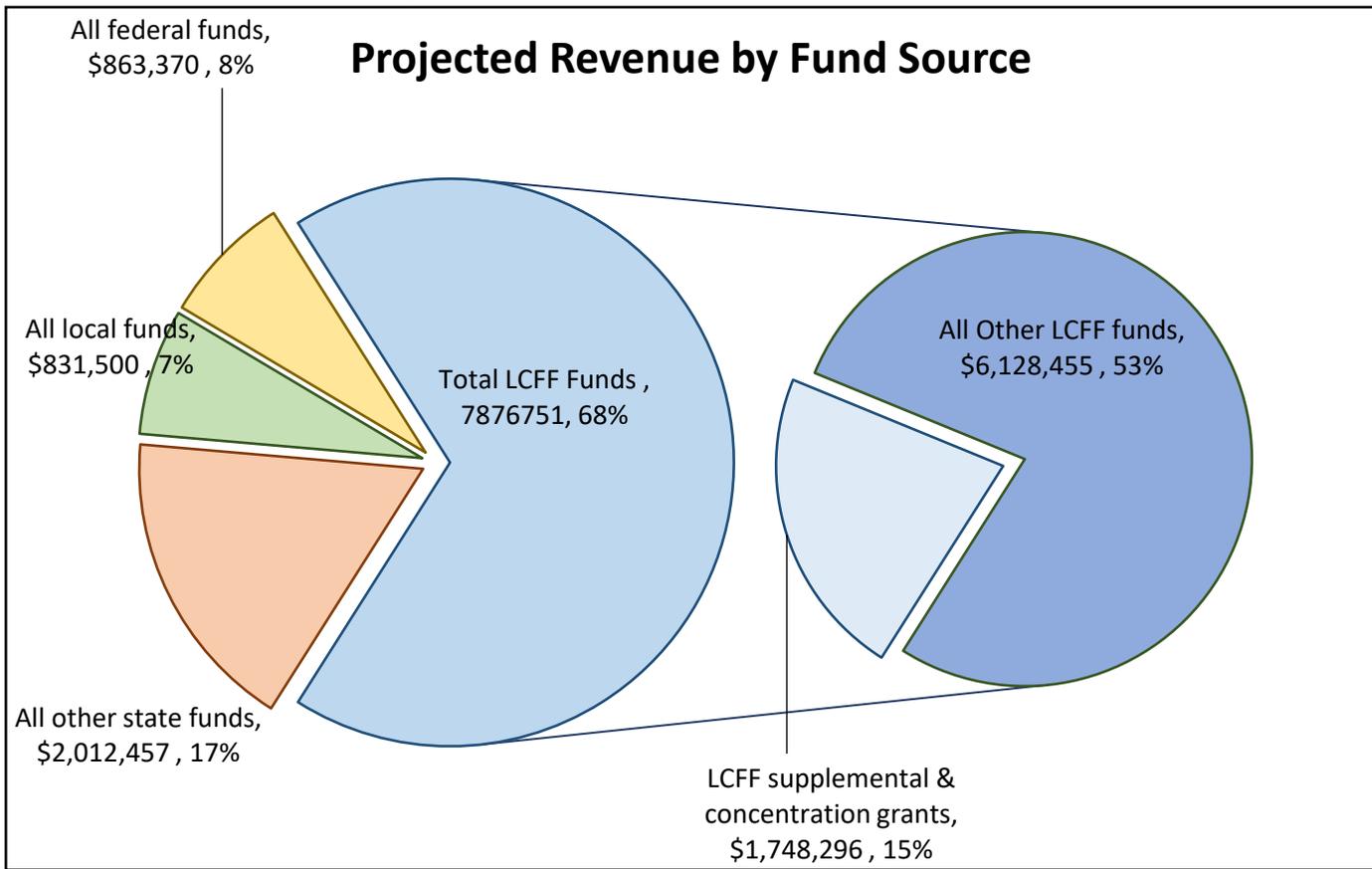
CDS Code: 37-67991-0108563

School Year: 2024-25

LEA contact information: Janet Vasquez, Executive Director

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

Budget Overview for the 2024-25 School Year

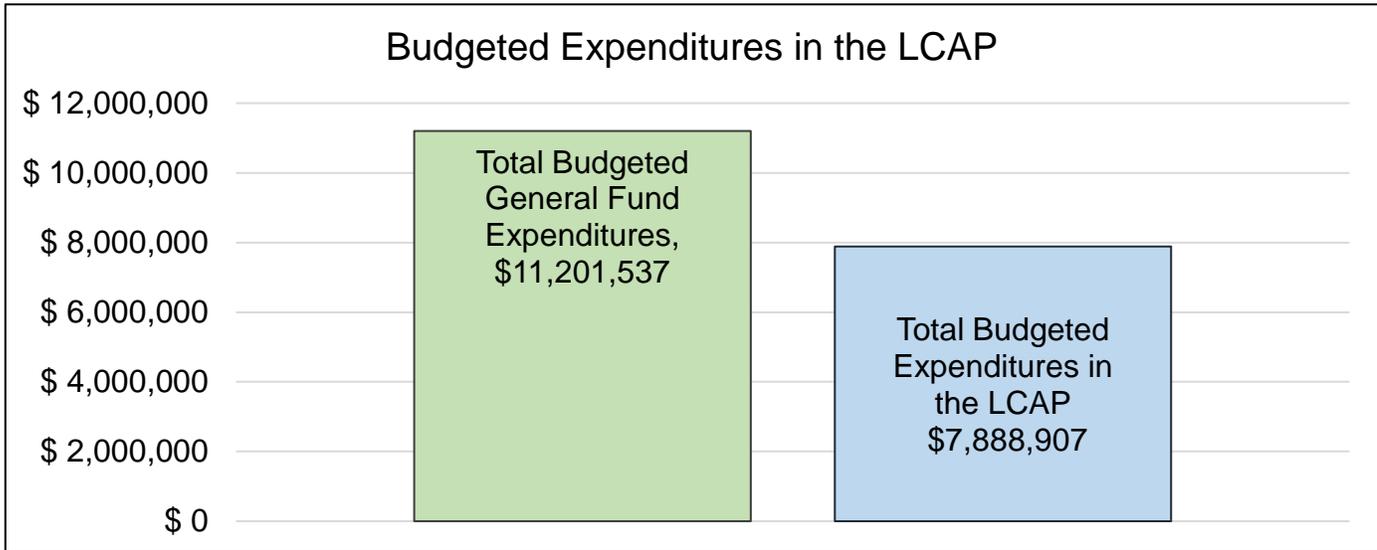


This chart shows the total general purpose revenue EJE Elementary Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EJE Elementary Academy Charter is \$11,584,078.00, of which \$7,876,751.00 is Local Control Funding Formula (LCFF), \$2,012,457.00 is other state funds, \$831,500.00 is local funds, and \$863,370.00 is federal funds. Of the \$7,876,751.00 in LCFF Funds, \$1,748,296.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The 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 EJE Elementary Academy Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EJE Elementary Academy Charter plans to spend \$11,201,537.00 for the 2024-25 school year. Of that amount, \$7,888,907.00 is tied to actions/services in the LCAP and \$3,312,630.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

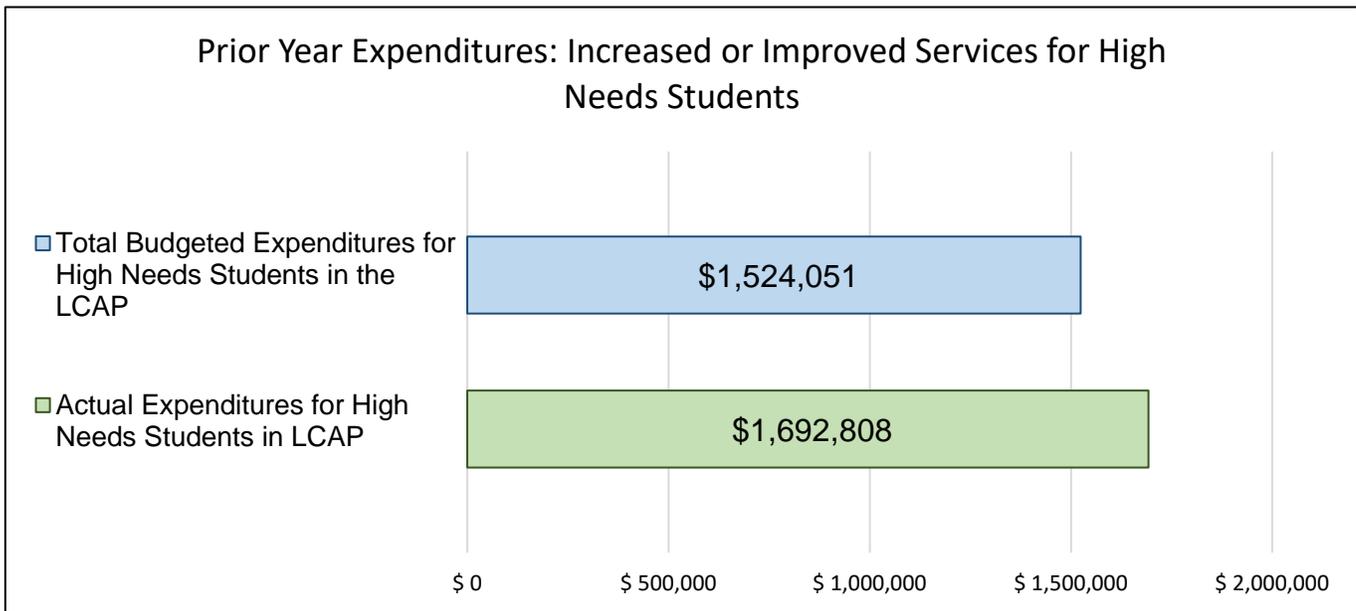
Budgeted expenditures that are not included in the LCAP include general operations, such as supplies (office, custodial), services (legal, insurance, accounting, communications), facility cost such as utilities and office space rental, staff costs for the nutrition program, office and fundraising and oversight and Special Education program fees.

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

In 2024-25, EJE Elementary Academy Charter is projecting it will receive \$1,748,296.00 based on the enrollment of foster youth, English learner, and low-income students. EJE Elementary Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. EJE Elementary Academy Charter plans to spend \$1,777,371.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what EJE Elementary Academy Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EJE Elementary Academy 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 2023-24, EJE Elementary Academy Charter's LCAP budgeted \$1,524,051.00 for planned actions to increase or improve services for high needs students. EJE Elementary Academy Charter actually spent \$1,692,808.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EJE Elementary Academy	Ariana Gonzalez, Principal	ariana.gonzalez@ejeacademies.org 619.401.4150

Goals and Actions

Goal

Goal #	Description
1	Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, to fully implement MTSS (identify and provide appropriate academic and social-emotional supports) that will ensure student academic success and close the achievement gap among all subgroups. (Aligns with WASC Action Plan#1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 55%	2020-21: not administered	2021-22: 25.82% Met or exceeded standards	2022-23: 24% Met or exceeded standards	60%
CAASPP Math Source: CDE	2018-19: 38.6%	2020-21: not administered	2021-22: 11.89% Met or exceeded standards	2022-23: 17.53% Met or exceeded standards	50%
CA Science Test: Gr 5 Source: CDE	2018-19: 30.5%	2020-21: not administered	2022-23: results pending	2022-23: 18.52% Met or exceeded standards	35%
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2019-20: 85%	2020-21: 93%	2021-22: 97%	2022-23: 88%	100%

% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in “good” repair as measured by FIT Report (Source)	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Good	Good
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2018-19: 18%	2020-21: 9.64% Proficient	2021-22: 9.19% Proficient	2022-23: 7.72% Proficient	25%
Reclassification Rate Source: CALPADS	2019-20: 30.3%	2020+21: 10.7%	2021-22: 19.9%	2022-23: 2%	>20%
% EL with access to CCSS & ELD Standards Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

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

Actions 1-6 were fully implemented:

- Action 1: EJE Elementary Academy currently employs a Principal (split between EJEEA & EJEMA), and 25 appropriately credentialed and assigned classroom teachers. In addition, we employ substitute teachers to maintain continuity of instruction and minimize interruption to student learning.

EJEEA provides 179 instructional days, exceeding the CA State requirement of 175 for charter schools.

All teachers have participated in 5 intensive Summer Professional Development days to prepare for the 2023-2024 academic school year and weekly professional development during the school year.

- Action 2: The NWEA MAP assessment were administered. Our teachers design end of unit assessments using the Illuminate Platform. NWEA MAP assessments results are closely aligned to our student's performance on CAASPP annually.

- Action 3: EJEEA received an ORANGE performance level for the ELA Academic Indicator on the 2023 CA School Dashboard; and a YELLOW performance level for the Math Academic Indicator. To address student performance, our teachers implement small group tiered reading practices for struggling readers in grades TK-4th. In the first trimester (Fall to Winter) teachers identified struggling readers and have targeted reading instruction and aides to support these students, in addition to our Expanded Learning Opportunities Program (ELOP). Students also have access to the online supplemental programs outlined in this action.

To date, the comprehensive interventions have been effective as measured by our reading assessment when compared to last year. There are more students meeting grade level expectations in reading. We continue to research programs/vendors that will meet the needs of our students for the ELOP.

- Action 4: EJEEA received a BLUE Performance Level for the Suspension Rate Indicator; and Green for the Chronic Absenteeism Indicator on the 2023 CA School Dashboard. We have established schoolwide expectations for the implementation of SEL strategies, including community circles/community time. The matrix has been presented and discussed with teachers and students to ensure a positive school climate. We continue to partner with the multiple community-based organizations and local agencies to support the whole child approach we've implemented schoolwide, in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools.

As evidenced in the 2023 CA school Dashboard there continues to be a decline in chronic absenteeism rates; and we continue to monitor daily student attendance, communicate with families regularly, develop action plans to hold parents/students accountable, and have implemented a perfect attendance challenge where we recognize students on a monthly/trimester basis for perfect attendance.

- Action 5: EJEEA provides all students with a broad course of study beyond core subjects that includes the following enrichments: Music, Art, and Library.

- Action 6: Annually we complete the FIT Report and results are reported on the SARC, LCAP and Local Indicators Report. Our school is situated in a leased facility from the district (Cajon Valley Union School District) via Prop 39.

- Action 7: This action was partially implemented. EJEEA received a BLUE performance level for the Suspension Rate Indicator and YELLOW for the Chronic absenteeism Rate Indicator for Students with Disabilities (SWD) on the 2023 CA School Dashboard. The action outlined has been partially implemented to date. The RSP= Education Specialists continue to serve students with academic, social-emotional, and behavioral needs. SECAs are offered training from the district and from our Behavior Analyst, to ensure IEP strategies are implemented and effective, SECAs

also receive instructional coaching on a weekly basis. We need to continue strengthen collaboration between Education Specialist with our General Education teachers in a timely manner to effectively address the needs of our SWD. We have had 3 Education Specialists in the past few months and there is a need for additional SECA support due to turnover. The Education Specialists are district staff (not EJE Staff).

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: Although our professional development days prior to beginning the school year are less than the 9 days, it has allowed for an acute focus on professional development based on student data as well as starting the school year with staff a little more refreshed and less burnout to begin the school year.

Challenges: The challenges faced over the three years has been teacher recruitment and retention. A challenge has also been working with our teachers in adding 3 non-instructional days to our school calendar which would mean extending our school year or reducing the number of instructional days. With the focus on mental health, teacher burnout/retention we added a fall break which decreased the amount of school days.

- Action 2: There is a clear alignment between NWEA and CAASPP results. We have seen over 95% participation in NWEA and 100% participation in CAASPP. Using our internal metrics of reading assessment in TK-2 for this first trimester we can see that we are closing the reading gap in the lower grades and have made more significant gains during this trimester (Fall to winter) in comparison to this time last school year, which will better prepare them to meet the demands of literacy in the upper grades. We also see that we are making significant gains in math (fall to winter growth) based on our NWEA assessments.

Challenges: The challenges with NWEA are the continuous need to develop teacher capacity in understanding how to use the student results in connection to the learning continuum and plan for instruction based on those identified strengths and areas of need.

- Action 3: We have seen success in building the capacity and professional development of our instructional aides providing further support to struggling readers in TK-2nd both during the school day and in the after-school programming. Based on the 2023 CA Dashboard, the school is no longer eligible for ATSI. For the 23-24 school year, targeted small group reading interventions were also put into place in 3rd and 4th grade. Having set structured time for NWEA MAP accelerator during the school day, as well as monitored usage and progress by the Dean of Mathematics, has been successful in beginning to close the math achievement gap in grades 3-5. So far after one trimester we see significant reading gains.

Challenges: The challenge in addressing the needs of students in ELA/SLA is being able to identify the needs for students and responding to them within the classroom. In addition, being able to have the personnel to address those needs for students after school has been a challenge. We have also been trying to find a system for analyzing all data points during PLCs in the lower graders.

- Action 4: Our school has seen a decrease in student behavior based on our data tracing system (Panorama) for student behavior. We have also begun to see slight increase from last year to this year regarding student SEL as collected through the Panorama survey. With the addition of school-wide attendance recognition and awards, we have seen a significant decrease in chronic absenteeism for the current 2023-2024 school year.

Challenges: Challenge with workshops in the number of parents who are attending and being able to target which parents should attend. Working on consistency having assemblies with counselor due to the daily needs of students.

- Action 5: Students in all grades not only visit the library and participate in a read aloud with the library technician on a weekly basis, but they also get to check out a book of their choice to read during independent reading time in their class and take home to read with their families and strengthen the home-to-school literacy support. Offering art and music to all students supports student in developing interests in the arts and music prior to middle school where they will be able to make more informed decisions about their elective selection. Providing two PE times a week to students also supports their health and well-being which we know impacts their academics, this also supports a smoother transition into middle school where they engage in physical activity daily and for a longer period.

Challenges: A challenge continues to be the integration of science into literacy while maintaining the rigor and expectations for NGSS.

- Action 6: This year the district has provided the funding to be able to upgrade the roofs and fix the leaks identified on the FIT. Our school employs 3 full time custodians and a maintenance technician which support the overall cleanliness and maintenance of our school site.

Challenges: The current challenge for facilities continues to be space based on the number of students we serve.

- Action 7: Readiness and understanding of student needs from the SECA perspective has helped for SECAs be more proactive in how they respond to students. Due to their ongoing weekly professional development, they can stay up to date with strategies and effectiveness of these strategies as well as understanding the needs of the students and their IEPs.

Challenges: Due to Education Specialists being hired by the district at times there is misalignment with expectations for ways to support teachers and students. Turnover of one of the Education Specialists has resulted in inconsistent delivery of services for students during pull out services.

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

For the 2024-25 LCAP - Goal 1 was revised to align to the CA MTSS Framework, and CA Community Schools Framework and ensure fidelity to the multi-year work that our school/staff has been engaged in to improve student outcomes. Actions and metrics were revised to align to this goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard, distance from standard metrics for the ELA and Math Academic Indicators will be reported on the 2024-25 LCAP which is a more accurate measure of student performance. For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the dashboard. Additionally, for the 2024-25 LCAP, EJE Elementary Academy will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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.

Goal

Goal #	Description
2	Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of all student groups; and improve student academic outcomes (Aligns with WASC Action Plan 2)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																														
% of students with access to Standards-aligned materials Source: textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																														
Implementation of the State Standards – measured using Local Indicator Priority 2 (Source)	<table border="1"> <thead> <tr> <th colspan="2">2020-21: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>Health</td><td>2</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2020-21: Implementation Academic Standards		ELA	5	ELD	3	Math	5	NGSS	5	History	5	Health	2	PE	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>Health</td><td>3</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2021-22: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	Health	3	PE	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>3</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2022-23 Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	4	Health	3	PE	5	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>3</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24 Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	4	Health	3	PE	5	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2023-24: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>Health</td><td>5</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	Health	5	PE	4	World Language	5
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Hispanic	50	9.5%																																																																																																	
White	1	5.0%																																																																																																	
English Learners	32	11.2%																																																																																																	
SWD	9	11.3%																																																																																																	
SED	44	10.4%																																																																																																	

Goal Analysis

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

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

- Action 1: This action was partially implemented. EJEEA provides all teachers and support staff with robust professional development that starts with 5 intensive days in the summer, (12 for new teachers), and weekly during the academic school year. Our focus with professional development includes Standards-aligned units using Understanding by Design, and Observations; and use of assessments, Data Dives (analyzing formative and summative assessments) including planning, and SEL Practices. The Instructional Leadership is currently collaborating to address teacher feedback on PD needs which include Differentiated Instruction and providing Tier 1 & 2 Instruction. An area of need to address is UbD, and calibration of assessments, and rubric-based grading.

- Action 2: This action was partially implemented. EJEEA received an ORANGE Performance Level for the ELPI Indicator, a RED Performance level for the ELA Academic Indicator, and a YELLOW Performance level for the Math Academic Indicator for the EL student group.

This year the Reading Interventionist is providing tiered language support for ELs by strengthening L1- small group or individual support at their level. ELs receive this tiered intervention and are assessed every 6-8 weeks to measure effectiveness, and next steps. ELs are receiving differentiated supports during dELD at least 4 times per week. We utilize Imagine Learning as a supplemental learning tool for EL. We revised the EL Master Plan which was presented to the ELAC/DELAC, and EL-PAC.

The ELD Instructional Coach position remains vacant. Despite numerous recruitment efforts we were unable to fill this position. This has impacted the ILT ability to develop a plan, conduct walkthroughs, and analyze data for dELD instruction.

- Action 3: This action was fully implemented. EJEEA provides all students with standards-aligned curriculum and instructional materials. Annually purchases are made to ensure sufficient inventories for all students.

- Action 4: This action was fully implemented. EJEEA provides all students with access to a technology device. Students are also able to check out a Chromebook to complete coursework at home. Our IT Team provides technical support and ensures all devices are functional, updated with the learning materials (apps) students need to access during the instructional day. An annual technology inventory and needs assessment is completed by the IT and presented to the school's administrator.

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

Action 1: There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures since the ELD Consultant (Instructional Coach) was not able to provide the level and degree of coaching resulting in a decrease in actual expenditures.

Action 2: There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures because there was a need to add additional support staff to address the language acquisition needs and intervention for English Learners.

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

- Action 1: This year EJEEA has been intentional on focusing on our 3 initiatives of relationships and community; evidence and feedback; and intentional design. Allows us as a school to make more gains but focusing on our initiatives. Having a series of PD gives teachers the choice to choose what area they would like to focus on given our initiatives. We continue the work of data analysis and planning during PLC. The deans have supported the strengthening of alignment between units, lesson plans, and assessments. Our principal has received ongoing coaching to strengthen her skillset to develop the capacity of the instructional leadership team through targeted coaching & feedback cycles.

Challenges: Our dashboard indicates that our ELs continue to underperform. We continued to work with the ELD consultant, however, due to her availability the professional development and coaching was not consistent nor implemented with fidelity and follow-through targeted feedback cycles.

- Action 2: Success with establishing designated time for teachers to focus on instruction that is meaningful for our ELs.

Challenges: We continued to work with the ELD consultant, however, due to her availability the professional development and coaching was not consistent. Reading Interventionist meeting weekly with students who need the additional support however, there is still a need for personnel to support other students as well. Imagine Learning is a tool that is differentiated for students however, reconfiguring the master schedule to allocate dedicated time for using this program has been a challenge this year. ELs continue to underperform with widening achievement gaps compared with EO's.

- Action 3: Curriculum allows for us to engage in social justice issues that aligns to our mission. We have purchased and implemented curriculum that is developmentally appropriate and accessible for various topics of interest.

Challenges: Curriculum still needs to be modified to meet the learning needs of our students.

- Action 4: Our school has purchased and distributed technology devices to support instruction and close the digital gap with educational application and devices. Students can access computers in their classrooms.

Challenges: Knowing which student lack access to a device and connectivity at home, so that we can support them. Another challenge is ensuring that devices are updated in a timely manner due to wear and tear.

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

For the 2024-25 LCAP Goal 2 was revised to align to the school's shift to the CA Community Schools Framework, culturally relevant pedagogy, and maintain high teacher retention rates. Actions and metrics were revised to align to this goal. Per CDE newly revised guidance, and feedback from its educational partners, for Priority 1 – EJE Elementary Academy has selected to use CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is reported by the CDE on the Local Indicators Report annually. The decision was made to use TAMO data for purposes of transparency and since it aligns to the annual reporting made on the CA School Dashboard Local Indicators by the CDE. Additionally, for the 2024-25 LCAP, EJE Elementary Academy will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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.

Goal

Goal #	Description
3	Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan #3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																
Parent Input in Decision-making including UP & SWD Source: CDE Local Indicators	2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3	2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2023-24: CDE’s Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 4 8. 5	Ranking of 4+																																																
Parent Participation in Programs for Unduplicated Pupils & SWD Source: CDE Local Indicators	2020-21: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 5	2021-22: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2023-24: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	Ranking of 5																																																
Suspension Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">SUSPENSION RATE</th> </tr> <tr> <th colspan="3">2019-20</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.5%</td> </tr> <tr> <td>African-American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> </tbody> </table>	SUSPENSION RATE			2019-20				Count	Rate	Schoolwide	3	0.5%	African-American	0	0.0%	Hispanic	3	0.6%	White	0	0.0%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.5%</td> </tr> <tr> <td>African American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>EL</td> <td>2</td> <td>0.7%</td> </tr> <tr> <td>SED</td> <td>3</td> <td>0.7%</td> </tr> <tr> <td>SWD</td> <td>2</td> <td>2.5%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	3	0.5%	African American	0	0.0%	Hispanic	3	0.6%	White	0	0.0%	EL	2	0.7%	SED	3	0.7%	SWD	2	2.5%	2022-23: 0%	<1%
SUSPENSION RATE																																																					
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SED	3	0.7%																																																			
SWD	2	2.5%																																																			
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																
Student Survey: Student Perception of	2020-21: 69% Sense of safety	2021-22: 44% Sense of safety	2022-23:	<u>2023-24:</u>	70%																																																

School Safety & Connectedness Source: Panorama	85% School connectedness	77% School connectedness	44% Sense of safety 61% School connectedness	50% Sense of Safety 59% School connectedness	
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: 82% Sense of safety 63% School connectedness	2021-22: 85% Sense of safety 76% School connectedness	2022-23: 88% Sense of safety 79% School connectedness	<u>2023-24:</u> 83% Sense of Safety 87% School connectedness	80%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: 83% Sense of safety 90% School connectedness	2021-22: 71% Sense of safety 81% School connectedness	2022-23: 67% Sense of safety 81% School connectedness	<u>2023-24:</u> 79% Sense of Safety 88% School connectedness	85%

Goal Analysis

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

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

All three actions were fully implemented:

- Action 1: EJEEA provides all students with (2) field trips annually (educational and university). As we continue to build culture and a safe space for learning using PBIS strategies and recognize students for successes such as attendance, character, and academic achievement three times per year. Teachers are encouraged to conduct home visits or have an outing with students to build rapport with families.

Our school administers Panorama school climate surveys which are used as a universal SEL Screener and to measure student's perception of school climate. Currently, we employ 2 full-time health aides.

The Safety Committee comprised of teachers, staff, Executive Director, and principal meet biweekly to revise and review the Comprehensive School Safety Plan. This plan is presented to the entire staff annually. We've implemented a visitor management system as an added measure of security to monitor visitors. Volunteers are required to complete a volunteer packet and undergo a background check.

- Action 2: EJEEA solicits input in decision-making through its ELAC/DELAC/EL-PAC, PAC, and CCSPP Steering Committee.

- Action 3: EJEEA continues to provide numerous opportunities for families to engage at the school and in their child's, education including: volunteerism, committees, parent workshops, and communicating via ParentSquare app. We provide parent workshops on identified needs including schoolwide initiatives and topics as requested by families/caregivers. We continue to host Coffee with the Principal monthly and recently have added a morning and evening session to accommodate the schedules of families. All correspondence, policies and compliance documents are available in English and Spanish. Interpreters are available during parent workshops and as requested.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: With the addition of schoolwide attendance recognition and awards, we have seen a significant decrease in chronic absenteeism. There has also been a decrease in student incidents according to our Panorama. Approximately, 80% of students feel they have a relationship with their teacher, an increase of 5% from last year. There was an increase in all climate questions from last year for students. For Parents, there was an 88% school climate increase from last year.

Challenges: Maintaining and training Justice Keepers. Implementing school-wide assemblies to focus on expectations

- Action 2: Parents have been more eager to participate in committees on campus to get more familiar with our school system. Parents feel that the committees offer a more intimate space to know more about the school and share their input.

Challenges: We have noticed that the parents who participate in these committees are parent we typically see. We need to figure out ways to get more parents involved.

- Action 3: The success we see is that parents are eager to learn more about how to support their child's social emotional and academic journey at home. They are eager to support and volunteer in the classrooms. 22-23 was the first-year post-pandemic that we had parent volunteers back on campus from January – June.

Challenges: A challenge we continue to face is getting more parents to participate.

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

For the 2024-25 LCAP - Goal 3 was revised to align to the school's shift to the CA Community Schools Framework and ensure fidelity to the work the school is accomplishing to strengthen home-school connections. Based on feedback from our educational partners, for Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 of the CDE's Local Indicators Priority 3 to instead reflect the responses to questions #9-12 which is a more accurate indicator for addressing this state priority. Additionally, for the 2024-25 LCAP, EJE Elementary Academy will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

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

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

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

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
EJE Elementary Academy	Ariana Gonzalez, Principal	ariana.gonzalez@ejeacademies.org 619.401.4150

Plan Summary 2024-25

General Information

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

[EJE Elementary Academy](#) offers a 90/10 dual language model that provides students with a multi-lingual and multicultural educational experience. The 90/10 dual language model starts in Transitional Kindergarten/Kindergarten (TK/K) using the following Spanish/English language model:

- TK/K: 90% instruction in Spanish/10% English
- Grade 1: 80% Spanish/20% English
- Grade 2: 70% Spanish/30% English
- Grade 3: 60% Spanish/40% English
- Grades 4/5: 50% Spanish/50% English

EJE Elementary Academy is a WASC-accredited public charter school currently serving 569 students in grades TK-5 with demographics that include: 93% Hispanic, 4% White, 1% African American, 1% Asian, 1% Two or More Races, 52% English Language Learners, 13% Students with Disabilities, and 68% Socioeconomically Disadvantaged. EJE Elementary Academy is not eligible for Equity Multiplier funds.

MISSION

As dual-language charter schools, the Excellence & Justice in Education (EJE) Academies prepare students from diverse populations to excel in higher education and to be leaders in creating a just global society.

EJE Academies are driven by the principles of justice, service, and excellence from the heart to ensure student success.

- Justice in education is achieved through expanded parental choice, curriculum accessibility, valuing diversity, providing educational opportunities, empowering of the individual and the community we serve and providing a proactive ideology that stems from love for the children we serve.
- Service is exemplified in our individual commitment to our students, teaching by example, demonstrating by giving of ourselves, developing, and practicing not only positive character but also leadership skills to our students. Most importantly, we believe in building on prior knowledge to bring out the gifts students already possess to change the world.
- Excellence is embodied in our academic achievement and character development focus to create a positive school culture, in setting daily positive affirmations of high expectations, and in our daily encounters with the community we serve. EJE Elementary Academy is a learning community where learning needs are met, resources are provided, creativity is embraced, identities are enhanced, and potentials are unlocked for all students.

EJE Elementary Academy was the recipient of the [SUMS MTSS grant](#) to provide comprehensive staff wide training on MTSS and implement the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

EJE Elementary Academy is the recipient of the [CA Community Schools Partnership Program Implementation Grant](#) and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework with revised LCAP goals and actions. EJE Elementary Academy will align its MTSS, Community Schools, and PBIS Initiative with Expanded learning Opportunities Program (ELOP) and its Universal transitional kindergarten program (UTK).

EJE Elementary Academy's "whole child" approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the [CA Community Schools Framework](#) & the [4 Pillars of Community Schools](#): (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities. Our goal is to create a supportive and inclusive educational environment while ensuring a whole-child approach.

At EJE we align [Implementation Science Approach](#) of Plan, Do, Study, Act with the Multi-tiered System of Supports (MTSS) Framework, and the WASC ongoing schoolwide improvement cycle, with the development of a comprehensive needs assessment, root cause analysis, to measure program effectiveness, maximize resources and ensure fidelity of our education program.

EJE Elementary Academy has developed a one-year LCAP that will also serve as the WASC Action Plan, and School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects EJE Elementary Academy’s performance on the 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Orange	Yellow
English Learners	Orange	Yellow	Blue	N/A	Red	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Green	Blue	N/A	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

English Language Arts Academic Indicator: English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator. Based on the needs assessment we identified ELs in the upper grades are struggling with phonological awareness, and reading comprehension which are critical to reading success. ELs also lack foundational skills in their L1 (Spanish) therefore are unable to transfer that information to L2 (English). ELs will utilize benchmark education, a supplemental intervention literacy resources in both print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive designated and integrated English Language Development (ELD).

To support ELs with language acquisition, teachers will participate in professional development on targeted GLAD strategies for use across all disciplines to support ELs to make progress in English proficiency.

The Dean of Literacy and Instructional Coach will conduct classroom walkthroughs and observations, provide teachers with feedback cycles, conduct deep dives analyzing EL student assessment data including performance tasks, to assess the effectiveness of our program to support ELs.

The EL Master Plan will be reviewed and revised to reflect changes in the EL program and will be presented to the ELAC/EL-PAC for input and feedback. (See Goal 1, Action 2)

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.

EJE Elementary Academy is not eligible 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.

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
<p>Administrators, Principals</p>	<p><u>Dates: December 2023 - May 2024</u></p> <p>Biweekly meetings with the Instructional Leadership Team: Executive Director, Principal Academic Deans</p> <p>Discussion took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard: development and revision of the 2024-25 LCAP Goals, metrics, actions, and development of the 2024-25 Budget.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need for reading and math intervention teachers • Need new curriculum adoption for ELA, SLA and ELD • Need to provide professional development and instructional coaching on tiered intervention and integrated supports – to support CCSPP Implementation Grant. • Continue with Instructional Coaches • Continue with Deans of Academic Instruction for ELA and Math, and Dean of School Culture • Need Social Worker to conduct home visits, address barriers to daily attendance
<p>Teachers</p>	<p><u>Dates: January – May 2024 & Survey (April 2024)</u></p> <p>Monthly staff meetings – discussions took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard: development and revision of the 2024-25 LCAP Goals, metrics, actions, and identify teacher needs for the upcoming school year.</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Agreed with revised goals and actions • Need instructional coaching new curriculum adoption: ELA, ELD, and Math • Need coaching on providing effective tiered intervention

	<ul style="list-style-type: none"> • Need professional development to address student behavior challenges/disruptive behavior • Need professional development on GLAD strategies and to support language acquisition of ELs. • Need to continue with SEL implementation and address barriers to daily attendance.
Other School Personnel	<p>Date: April 2024 - Staff Survey administered</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Need for instructional coaching to support struggling readers and small group tiered instruction. • Need coaching on addressing student behavior challenges • Concerned with chronic absenteeism rates. Need to strengthen daily attendance. Need to communicate with families the impact of chronic absenteeism on student academic outcomes.
Students	<p>Date: April 2024 – Student survey administered</p> <ul style="list-style-type: none"> • Would like to continue with afterschool social enrichment. • Requested more field trips/outdoor learning opportunities. • Requested additional afterschool clubs; and enrichment offering.
Parent Advisory Committee (PAC)	<p>Date: 12/1/23 - Meeting with the Parent Advisory Committee</p> <p>Discussion on the 2023-24 LCAP Midyear Update; and the 2023 CA School Dashboard findings; and solicit input for the 2024-25 LCAP</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Concerned with the academic performance of English learners • Concerned with the overall ELA performance schoolwide, identified the need for intervention and professional development for teachers. • Additional support with reading instruction during the instructional day and during ELOP. <p>Date: 6/7/24 – Meeting with the Parent Advisory Committee</p> <p>The 2024-25 LCAP was presented to the Parent Advisory Committee for discussion, review, and approval.</p> <p>Feedback provided:</p> <p>The Parent Advisory Committee approved the 2024-25 LCAP for submission to the EJE Academies Governing Board.</p>

<p style="text-align: center;">ELAC, DELAC & EL-PAC</p>	<p><u>Date: 1/25/24:</u> Meeting with the ELAC, DELAC, and EL-Parent Advisory Committee</p> <p>Discussion took place on the 2023-24 LCAP Midyear Update (progress toward each goal, action and metric); and the 2023 CA School Dashboard.</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Need to provide intervention/supports for ELs/LtELs to improve academic performance • Provide parent workshops to improve academic performance for ELs and for all students in mathematics. <p><u>Date: 3/21/24</u> - Meeting with the ELAC, DELAC, and EL-Parent Advisory Committee</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Consider visiting schools that are successfully addressing the academic needs of ELs and consider adopting those practices • Provide ESL classes for parents <p><u>Date: 6/6/24:</u> - Meeting with the ELAC, DELAC, and EL-Parent Advisory Committee</p> <p>The 2024-25 LCAP was presented to the English Learner Parent Advisory Committee for discussion, review, and approval.</p> <p>Feedback:</p> <p>The English Learner - Parent Advisory Committee (EL-PAC) approved the 2024-25 LCAP for submission to the EJE Academies Governing Board.</p>
<p style="text-align: center;">Parents including those representing Unduplicated Pupils</p>	<p><u>Dates: February – May 2024</u> Coffee with the Principal</p> <p>Discussion took place on the 2023-24 LCAP Midyear update; 2023 CA School Dashboard, and to solicit input and feedback on the 2024-25 LCAP Goals, and actions.</p> <p>Feedback:</p> <ul style="list-style-type: none"> • Continue with afterschool tutoring and social enrichment (ELOP) • Need for Math & Reading Interventionist (teachers) to provide tiered intervention. • Need to provide an intervention block during the instructional day for ELA, ELD, and Math. • Need to administer Summative ELPAC practice tests to ELs to familiarize them with the format and test type. • Consider expanding extra-curricular activities offering for ELOP.

<p style="text-align: center;">SELPA Administrator</p>	<p><u>Date: 2023-24 school year.</u> EJEMA met with the Cajon Valley USD’s Special Education Program Specialist at least monthly to discuss our school’s SPED Program.</p> <p>Feedback: No additional feedback provided.</p> <p><u>Date: May 2024:</u> Discussion took place with the East County SELPA on the 2024-25 LCAP Goal 1, Action 7 SPED Action.</p> <p>Feedback: No additional feedback provided.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Professional development to support ELs with language acquisition, GLAD Strategies, academic support for ELs, Intervention teacher.
- Goal 1, Action 3: Reading Interventionist, Math Interventionist, tutoring – ELOP
- Goal 1, Action 4: Dean of School Culture, Counselor and Social Worker, Behavior matrix
- Goal 1, Action 6: Additional SECAs to support SWD
- Goal 2, Action 2: Professional Development SEL, Data Analysis, Differentiation, Instructional Coaches, Dean of Academic Instruction – Literacy, Dean of Academic Instruction – Math – to provide coaching, and coaching on curriculum adoption: ELA, SLA and ELD.
- Goal 2, Action 3: Curriculum adoption
- Goal 3, Action 1: Field trips, schoolwide events
- Goal 3, Action 3: Parent education workshops and Continuing Education opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using the CA Community Schools Framework combined with the Pillars of Community Schools, and Multi-tiered System of Support (MTSS), there is a need to ensure all students demonstrate growth in ELA, Math, and Science; and English Learners demonstrate progress in developing English Language Proficiency, while narrowing achievement gaps among all student groups. Multiple types of data (local, state) will be collected and analyzed to measure student progress, and identify student academic, social-emotional, behavioral, and mental health needs which impede the learning process.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 4: Student Achievement
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework, and the CA Community Schools Framework, to ensure universal screeners are used to identify student needs whether academic, social-emotional, behavioral, and/or mental health needs and to measure the effectiveness of programs. In addition, there is an urgent need to fully implement, train and coach all staff on PBIS, Restorative Practices, SEL, alternatives to suspension to effectively address student behavioral challenges, and improve school climate, student engagement, and school safety. There is also a need to improve communication with educational partners (staff, parents, students) on the behavior policy and attendance policy and ensure systems are in place to ensure implementation of policies and practices, and hold all adults accountable, to improve student outcomes.

There is a need to strengthen literacy and math instruction to address the significant learning gaps schoolwide and provide teachers with ongoing instructional coaching on the standards, tiered intervention and how to effectively scaffold lessons to address the diverse learning needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																								
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-58.9</td> </tr> <tr> <td>Hispanic</td> <td>-65.2</td> </tr> <tr> <td>EL</td> <td>-87.9</td> </tr> <tr> <td>SED</td> <td>-68.1</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-58.9	Hispanic	-65.2	EL	-87.9	SED	-68.1			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-57.9</td> </tr> <tr> <td>Hispanic</td> <td>-64.2</td> </tr> <tr> <td>EL</td> <td>-86.9</td> </tr> <tr> <td>SED</td> <td>-67.1</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-57.9	Hispanic	-64.2	EL	-86.9	SED	-67.1	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	40.5% Source: 2023 Dashboard			2023-24: 41.5% Source: 2024 Dashboard																									
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.72% Proficient			2023-24: 10% Proficient																									
6	Reclassification Rate	2022-23: 2%			2023-24: 8%																									

	Source: Dataquest																																				
7	Attendance Rate Source: CALPADS	2022-23: 94.8%			2023-24: 95%																																
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>9.7%</td> </tr> <tr> <td>Hispanic</td> <td>9.5%</td> </tr> <tr> <td>White</td> <td>5.0%</td> </tr> <tr> <td>EL</td> <td>11.2%</td> </tr> <tr> <td>SED</td> <td>10.4%</td> </tr> <tr> <td>SWD</td> <td>11.3%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	9.7%	Hispanic	9.5%	White	5.0%	EL	11.2%	SED	10.4%	SWD	11.3%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>7%</td> </tr> <tr> <td>Hispanic</td> <td>11%</td> </tr> <tr> <td>White</td> <td>14%</td> </tr> <tr> <td>EL</td> <td>9%</td> </tr> <tr> <td>SED</td> <td>7%</td> </tr> <tr> <td>SWD</td> <td>10%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	7%	Hispanic	11%	White	14%	EL	9%	SED	7%	SWD	10%
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9	Suspension Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																
10	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100			2024-25: 100%																																
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%			2023-24: 100%																																

NOTE: EJE Elementary Academy currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways

- % of pupils who have completed both A-G & CTE
- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>EJE Elementary Academy will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student learning needs through a Multi-tiered System of Supports (MTSS).</p> <ul style="list-style-type: none"> • NWEA MAP Reading (Gr 2-5): 3 times/year • NWEA MAP Math (K-5): 3 times/year • NWEA MAP Spanish Language Arts (Gr 2-5): 3 times/year • NWEA MAP Science (Gr 5): 3 times/year • State mandated assessments: CAASPP, CAST, ELPAC & PFT • End of unit benchmark assessments using Illuminate • Reading Assessments using leveled reading • Phonics Assessment BPST • MAP Accelerator - Math <p>The Seesaw Platform and Google Classroom will be utilized for assessments and assignments.</p> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student’s level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p>	\$13,950	N

2	STRENGTHENING EL PROGRAM & SERVICES	<p>English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator. Based on the needs assessment we identified ELs in the upper grades are struggling with phonological awareness, and reading comprehension which are critical to reading success. ELs also lack foundational skills in their L1 (Spanish) therefore are unable to transfer that information to L2 (English). ELs will utilize benchmark education, a supplemental intervention literacy resources in both print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive designated and integrated English Language Development (ELD).</p> <p>To support ELs with language acquisition, teachers will participate in professional development on targeted GLAD strategies for use across all disciplines to support ELs to make progress in English proficiency.</p> <p>The Dean of Literacy and Instructional Coach will conduct classroom walkthroughs and observations, provide teachers with feedback cycles, conduct deep dives analyzing EL student assessment data including performance tasks, to assess the effectiveness of our program to support ELs. The EL Master Plan will be reviewed and revised to reflect changes in the EL program and will be presented to the ELAC/EL-PAC for input and feedback.</p>	\$118,062	Y
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Areas of concern as evidenced on the 2023 CA School Dashboard is student performance on the ELA Academic Indicator. A review and analysis of student assessment data indicates that reading comprehension continues to be an area of need for struggling readers and there is a need to strengthen Tier 1 supports and ensure consistency with Tier 2 supports. Teachers will continue to strengthen and implement phonics instruction and provide Tiered academic support. The master schedule will include a reading intervention block where all students will receive targeted tiered support from the Instructional Aide, teacher, and/or Reading Interventionist during centers, based on student identified needs. A Math intervention block will be provided for students in grades 3-5 where students will</p>	\$1,868,996	Y

		<p>receive tiered support by the teacher, Instructional Aide, or Math Interventionist.</p> <p>Students will also have access to the following supplemental intervention platforms (BrainPOP, Reading A-Z, Freckles Math, Okapi, Zearn Math, NWEA MAP Accelerator, leveled learning) to support learning gaps.</p> <p>Students will also have access to academic support/tutoring through afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP) that will supplement the ASES program. expand its after-school programing (academic & social enrichment).</p>		
4	<p>ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>EJEEA will continue to implement Second Step SEL curriculum (Year 2 implementation) in combination with PBIS, Community Circles with Restorative Practices, a proactive approach to promote and nurture positive relationships, promote a positive school climate, teach self-regulation, and build community. Teachers will continue to receive coaching and training on Second Step SEL curriculum. The Dean of School Culture will lead SEL and PBIS schoolwide initiatives, provide coaching for staff to ensure fidelity of implementation. In addition, the Dean will address student behavioral issues, implement the behavior matrix, lead monthly presentations/assemblies with the Counselor; and provide parent workshops on SEL and addressing student behavioral challenges.</p> <p>The Counselor will provide small group counseling services for students, and facilitate staffwide professional development on addressing behavioral challenges, and SEL schoolwide initiative.</p> <p>Classroom management is crucial component for implementing social-emotional learning. Collaborative for Academic, Social, and Emotional Learning (CASEL) created a framework that addresses five core competencies for SEL. These will help teachers tailor their lesson plans according to each student's needs: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The goal is to see an improvement in all-around behavior, and thus an improvement in academic success. We will continue to implement the</p>	\$322,896	Y

	<p>Virtues Project, a schoolwide initiative where virtues are discussed during morning message and community meetings</p> <p>For the 2024-25 school year, a Social Worker will be hired to address student barriers to learning, and barriers to attendance, leading to chronic absenteeism, withdrawal, substance abuse and/or bullying.</p> <p>The Behavioral Analyst will collaborate with teachers to develop behavior plans and demonstrate strategies to effectively address students with behavioral challenges; and minimize classroom disruptions. Teachers will integrate the CASEL Framework, within the MTSS, PBIS and Virtues Project. Panorama surveys will be administered to all students, staff and families, and used as an SEL universal screener for students.</p> <p>Panorama surveys are an SEL universal screener to assess school climate, connectedness, and student SEL needs. Panorama surveys bring together social-emotional learning, multi-tiered systems of support, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.</p> <p>As a Community School, EJEEA will implement integrated supports to improve student outcomes, through comprehensive wrap-around services, and partner with the following organizations and agencies that support our school's needs:</p> <ul style="list-style-type: none">• Crossroads Family Center• Family Health Centers of San Diego• Bastyr Clinic – onsite services 2 times/week• Consultant – MFT• McAllister: mental health supports		
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5	BROAD COURSE OF STUDY	<p>EJE Elementary Academy provides all students with a broad course of study that includes ELA, SLA, Math, Science, Social Studies, and Physical Education. All students will also have access to Art and Music enrichment including the following enrichment: Music; Art, and Library (Literacy Initiative) that provides students with instruction on how to access the online catalog, internet research and database.</p>	\$206,535	Y
6	SERVICES TO SUPPORT SWD	<p>East County serves as the SELPA provider for EJE Elementary Academy. The SPED Team composed of the Principal/SPED Director, Education Specialist, General Education Teachers, and contracted services (provider) will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and services provided.</p> <p>Educational Specialists will participate in professional learning provided by the SELPA and/or district, the school and other resources to improve student outcomes and accelerate student learning. The District SPED Director and Education Specialists will work with Principal, school hired Educational Specialist and Executive Director to ensure coherence and alignment for services provided (push-in and pull out) to students with special education services.</p> <p>The Education Specialists will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations /modifications and services are provided as identified on the student's IEP.</p> <p>We will continue to strengthen our alignment with SECAs, which are hired by the school, in coaching and professional development on how to review IEPs and implement strategies to support and implement accommodations. They will also continue receiving professional development around protocols for positive discipline and response to student behaviors.</p>	\$69,159	N

Goal

Goal #	Description	Type of Goal
2	Continue to implement collaborative leadership and practices for educators and administrators that supports a culture of professional learning, collective trust, and shared responsibilities in a manner that includes students, families, and community members. We will ensure that all teachers and support staff, are provided with professional development and instructional coaching on the academic content standards to improve student academic outcomes in ELA and Mathematics, using culturally relevant pedagogy. This practice will build teacher capacity and improve teacher retention rates.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>

An explanation of why the LEA has developed this goal.

<p>With teacher and staff turnover, post-pandemic, there is a need to support all teachers to strengthen implementation of Tiered supports, differentiation, address EL/LTEL language acquisition needs (reading, writing, speaking, and listening) to address the diverse learning needs, and gaps of our students. There is also a need to ensure appropriate accommodations and modifications are implemented to provide equitable and differentiated lessons that will increase student engagement and improve student learning. Teachers also need additional training on the ELD standards to strengthen designated ELD instruction to support the language acquisition needs of ELs, to increase English Language proficiency, resulting in higher reclassification rates, and an improvement on the ELPI (Dashboard). There is a need to provide coaching on reading strategies literacy and math instruction, since most student lack literacy and math foundational skills, resulting in significant learning gaps, and lack of student engagement.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72%			2022-23: 83%	

14	<p>% students with access to standards-aligned materials.</p> <p>Source: Textbook Inventory/classroom observations</p>	2023-24: 100%			2024-25: 100%	
15	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 5 ELD: 5 Math: 5 Social Science:4 Science: 4 CTE: N/A Health: 3 PE: 5 VAPA: 5 World Language: 5</p>			<p><u>2024-25:</u></p> <p>ELA: 5 ELD: 5 Math: 5 Social Science:4 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: 5</p>	

Goal Analysis for 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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>EJE Elementary Academy will employ a principal (shared with MS) and appropriately credentialed classroom teachers for students in grades TK-5, to provide instruction in the following subject areas: ELA, SLA, Math, Science, Social Studies, and Physical Education.</p> <p>EJEEA will provide students with a longer school day, longer school year including 180 instructional days exceeding CA state requirement of 175 instructional days for charter schools.</p> <p>All teachers will participate in four days of intensive Summer Professional Development to prepare for the 2024-25 school year (three additional days for new teachers), in addition to two non-instructional days and weekly professional development during the school year.</p>	\$2,695,813	Y
2	PROFESSIONAL DEVELOPMENT	EJE Elementary Academy provides its educators with robust professional learning opportunities and coaching to build teacher capacity, expertise	\$821,936	Y

and increase teacher retention rates. Areas of focus for 2024-25 school year include:

- Standards-aligned units and assessments
- Data Analysis and planning
- SEL Practices: PBIS & Rewards, Anti-racism curriculum, Restorative Practices
- Differentiated Instruction
- Implementing Tiers 1 & 2 intervention

EJE Elementary Academy is committed to strengthening ELA and Math Academic performance schoolwide. Substitute Teachers will be employed to release teachers for professional development, coaching and to conduct peer observations; provide additional support in the classroom, and to maintain continuity of instruction and prevent further disruptions to learning.

The Dean of Academic Instruction for Literacy and Dean of Academic Instruction for Math that will facilitate professional development, provide content area coaching, model lessons, and conduct classroom observations with the Principal (Instructional Leadership Team). The Deans of Academic Instruction will support teachers with professional learning on developing a schoolwide vision and systems to design rigorous, standards-aligned assessments: triangulate internal and external measures of student achievement and growth. Professional development will also focus on assessment best practices – which aligns the standards with scope and sequence, ensuring reliability, validity, accommodations and/or modifications (SWD) and/or differentiation that focuses on teaching and learning. The Executive Director will provide coaching for the Instructional Leadership Team, including instructional Coaches.

The Deans of Academic Instruction will lead professional learning on the following identified areas of focus:

- Understanding by Design: Alignment of UbD lesson plans & observations
- Processing and feedback of alignment
- Calibration of assessments and rubric based grading
- Data dives with formative & summative assessments

		<ul style="list-style-type: none"> • Tiered system of supports (intervention) <p>Instructional Coaches will be employed whose role will focus on coaching teachers on the implementation of evidence-based pedagogical strategies to increase student engagement.</p> <p>The school’s leadership team will participate in RELAY Instructional Leadership Academies to build capacity, alignment for Leadership and teacher coaching and support.</p> <p>As a recipient of the Phase 3 MTSS Grant the Administrative/Instructional Leadership Team will continue to participate in comprehensive MTSS training, to design a schoolwide MTSS training model and coaching for the 2024-25 school year, that integrates the various components and elements of our MTSS in combination with new initiatives, to ensure alignment, seamless integration and fidelity to implementation, schoolwide.</p> <p>To support teacher effectiveness, teacher retention, and credential clearance, EJEAA will partially fund induction expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	EJE Elementary Academy provides all students with standards aligned curricular and/or instructional materials for all content areas. Additional purchases of curricular and/or consumables will be made as needed.	\$120,175	N
4	CLOSING THE DIGITAL DIVIDE	EJE Elementary Academy EJE Elementary Academy will ensure all students have a technology device to access instructional & curricular materials. The IT Team will provide technical support, ensure schoolwide internet connectivity, accessibility, and availability of technology devices for staff and students, and access to web-based applications including subscription to Zoom.	\$151,325	N

Goal

Goal #	Description	Type of Goal
3	Strengthen family and community engagement through home-school collaboration, home visits and culturally responsive community partnerships that support our students and educational program. Provide learning opportunities for families and structures for shared leadership, and authentic family engagement, that will further support a safe, supportive, welcoming, and positive learning environment for students, staff, and families.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, alternatives to suspension, and implement attendance and behavior policies with fidelity. There is a need to communicate and partner with families on an ongoing basis and engage them in their child’s education to improve student academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase;	<u>2023-24:</u> 9.5 10.5 11.5 12.5			<u>2024-25:</u> 9.5 10.5 11.5 12.5	

	<p>2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>					
18	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>	
19	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama</p>	<p><u>2023-24:</u></p> <p>50% Sense of Safety 59% School connectedness</p>			<p><u>2024-25:</u></p> <p>52% Sense of Safety 61% School connectedness</p>	
20	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama</p>	<p><u>2023-24:</u></p> <p>83% Sense of Safety 87% School connectedness</p>			<p><u>2024-25:</u></p> <p>85% Sense of Safety 89% School connectedness</p>	

21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 88% School connectedness			<u>2024-25:</u> 81% Sense of Safety 90% School connectedness	
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Goal Analysis for 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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>EJE Elementary Academy will provide all students with opportunities to engage in outdoor learning opportunities through field trips, host schoolwide events/cultural celebrations, and schoolwide assemblies to recognize students for academic achievement and positive attendance, to enhance learning, deepen student engagement and motivation.</p> <p>As part of our college-going culture students will visit colleges and universities.</p> <p>EJEEA's commitment to promoting a positive school climate through PBIS initiatives will include PBIS schoolwide expectations, Justice Keepers and earn Eagle Eye tickets.</p> <p>The School Safety Plan will be reviewed and revised each year by the leadership team and presented staffwide. As part of our safety protocols, EJEEA will continue to implement a visitor management online system where visitors are required to check-in and register on the visitor check-in software system as part of our safety protocols. Health Aides will be employed to assist with preventative care, health screenings and first aid.</p>	\$988,772	Y
2	PARENT INPUT IN DECISION-MAKING	<p>EJEEA will provide families with opportunities to engage in decision-making through the following schoolwide committees:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • CCSPP Steering Committee <p>Translation of materials and interpreter services will be made available upon request.</p>	\$127,808	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT	<p>The Parent Coordinator will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through volunteer</p>	\$68,713	N

ENGAGEMENT & PARTICIPATION

opportunities, planning and attending schoolwide events, Parent Education workshops. As requested by families Coffee with the Principal will focus on the following topics:

- Literacy & Math Initiatives
- The impact of chronic absenteeism on student academic outcomes and socialization.
- PBIS Implementation & SEL
- Understanding state and local assessment results
- Nutrition education

Staff will communicate with families regularly using ParentSquare, and the school's website. In addition, parents will have access to PowerSchool's Parent Portal where they can monitor their child's attendance, behavior, academic progress and communicate with teachers/staff.

Chronic absenteeism combined with behavior challenges continues to be an area of focus post-pandemic. The Social Worker will conduct home visits, meet with students and families to ensure appropriate resources and services are provided to improve student attendance, engagement, school climate, and overall academic outcomes. The Social Worker's primary role will be to help students address problems and /or issues that are impeding learning and competence, including but not limited to attendance/truancy, behavioral issues, social withdrawal, substance abuse and bullying. The Social Worker will connect families with community-based resources and organizations in adherence to the 4 Pillars of Community Schools.

The Community Schools Coordinator will continue to develop partnerships with community-based organizations (CBOs), IHE, and local agencies that will support the implementation of our Community School. The Community Schools Coordinator provides parents with resources on continuing their education through community-based resources through the Barrio Logan College Institute, UCSD Extension, GCCD (Grossmont Community College Division). The coordinator will also continue the relationship with PIQE to engage, empower, and transform families by providing the knowledge and skills to partners with the school and communities to ensure their child/student achieve their full potential.

		All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	EJE Elementary strives to provide all students and staff with a safe and clean school facility. Annually, the Facility Inspection Tool (FIT) will be completed and reported on the SARC, Local Indicators (CA School Dashboard) and LCAP. Issues and/or findings from the FIT will be reported to CVUSD, since the facility is leased from the district via Prop 39 MOU.	\$314,767	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,748,296	\$186,393

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
28.53%	0%	0\$	28.53%

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 #(s)	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
Goal 1. Action 3	Areas of concern as evidenced on the 2023 CA School Dashboard is student performance on the ELA Academic Indicator. A review and analysis of student assessment data indicates that reading comprehension continues to be an area of need for struggling readers and there is a need to strengthen Tier 1 supports and ensure consistency with Tier 2 supports. There are widening achievement gaps among English Learners (EL), Low-Income (LI) and Students with Disabilities	Teachers will continue to strengthen and implement phonics instruction and provide Tiered academic support. The master schedule will include a reading intervention block where all students will receive targeted tiered support from the Instructional Aide, teacher, and/or Reading Interventionist during centers, based on student identified needs. SECAs will be placed in classrooms to provide tiered support in the classroom through push-in instruction. A Math	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

(SWD), most of whom are dually identified SWD/EL, SWD/LI.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-58.9
Hispanic	-65.2
EL	-87.9
SED	-68.1

2022-23 Math CAASPP	
Student Group	DFS
All Students	-76.5
Hispanic	-79.8
EL	-87.9
SED	-84.2

intervention block will be provided for students in grades 3-5 where students will receive tiered support by the teacher, Instructional Aide, or Math Interventionist.

Students will also have access to the following supplemental intervention platforms (BrainPOP, Reading A-Z, Freckles Math, Okapi, Zearn Math, NWEA MAP Accelerator, leveled learning) to support learning gaps.

Goal 1,
Action 4

Chronic absenteeism rates continue to be higher than pre-pandemic levels, despite a decline last year. This has resulted in significant learning gaps, school culture, and climate. Post-pandemic student behavioral challenges have escalated especially among young learners in part due to a lack of socialization, and self-regulation. Other students faced significant trauma due to housing and food insecurity and access to quality healthcare. Our school has significantly expanded counseling services, SEL and PBIS implementation to re-engage students back to school.

EJEEA will continue to implement Second Step SEL curriculum (Year 2 implementation) in combination with PBIS, Community Circles with Restorative Practices, a proactive approach to promote and nurture positive relationships, promote a positive school climate, teach self-regulation, and build community. Teachers will continue to receive coaching and training on Second Step SEL curriculum. The Dean of School Culture will lead SEL and PBIS schoolwide initiatives, provide coaching for staff to ensure fidelity of implementation. In addition, the Dean will address student behavioral issues, implement the behavior matrix, lead monthly presentations/assemblies with the Counselor; and provide parent workshops on SEL and addressing student behavioral challenges.

The Counselor will provide small group counseling services for students, and facilitate

The metrics that will be used to monitor effectiveness:

- #7: Attendance Rates
- #8: Chronic Absenteeism Rates
- #9: Suspension Rate
- #10: Expulsion Rate

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	55	9.7%
Hispanic	50	9.5%
White	1	5.0%
EL	32	11.2%
SED	44	10.4%
SWD	9	11.3%

staffwide professional development on addressing behavioral challenges, and SEL schoolwide initiative.

Classroom management is crucial component for implementing social-emotional learning. Collaborative for Academic, Social, and Emotional Learning (CASEL) created a framework that addresses five core competencies for SEL. These will help teachers tailor their lesson plans according to each student’s needs: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The goal is to see an improvement in all-around behavior, and thus an improvement in academic success. We will continue to implement the Virtues Project, a schoolwide initiative where virtues are discussed during morning message and community meetings

The Behavioral Analyst will collaborate with teachers to develop behavior plans and demonstrate strategies to effectively address students with behavioral challenges; and minimize classroom disruptions. Teachers will integrate the CASEL Framework, within the MTSS, PBIS and Virtues Project. Panorama surveys will be administered to all students, staff and families, and used as an SEL universal screener for students.

Panorama surveys are an SEL universal screener to assess school climate, connectedness, and student SEL needs. Panorama surveys bring together social-emotional learning, multi-tiered systems of support, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a

		<p>valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.</p>	
<p>Goal 2, Action 2</p>	<p>Based on feedback from our educational partners, performance on the 2023 CA School Dashboard, and local data, there is a need to provide ongoing coaching, observation and feedback cycles in both content area, implementation of effective evidence-based pedagogical strategies and tiered intervention. With the increase in teacher turnover rates post-pandemic, there is a need to ensure all teachers design engaging lessons with high academic rigor and differentiated to address learning gaps and keep students engaged.</p>	<p>EJE Elementary Academy is committed to strengthening ELA and Math Academic performance schoolwide. Substitute Teachers will be employed to release teachers for professional development, coaching and to conduct peer observations; provide additional support in the classroom, and to maintain continuity of instruction and prevent further disruptions to learning.</p> <p>The Dean of Academic Instruction for Literacy and Dean of Academic Instruction for Math that will facilitate professional development, provide content area coaching, model lessons, and conduct classroom observations with the Principal (Instructional Leadership Team). The Deans of Academic Instruction will support teachers with professional learning on developing a schoolwide vision and systems to design rigorous, standards-aligned assessments: triangulate internal and external measures of student achievement and growth. Professional development will also focus on assessment best practices – which aligns the standards with scope and sequence, ensuring reliability, validity, accommodations and/or modifications (SWD) and/or differentiation that focuses on teaching and learning. The Executive</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

		Director will provide coaching for the Instructional Leadership Team, including instructional Coaches.	
Goal 3, Action 1	Chronic absenteeism rates continue to be higher than pre-pandemic levels, despite a decline last year. Some families are reluctant to have their child attend school with a mild illness (stuffy nose, allergies, etc.) The Health Aide will help families by screening students to see if they can attend school another measure to improve daily attendance.	Health Aides will be employed to assist with preventative care, health screenings and first aid.	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> • #7: Attendance Rates • #8: Chronic Absenteeism Rates

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
Goal 1, Action 2	English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator. Based on the needs assessment we identified ELs in the upper grades are struggling with phonological awareness, and reading comprehension which are critical to reading success. ELs also lack foundational skills in their L1 (Spanish) therefore are unable to transfer that information to L2 (English). ELs will utilize benchmark education, a supplemental intervention literacy resources in both print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive	ELs will utilize benchmark education, a supplemental intervention literacy resources in both print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive designated and integrated English Language Development (ELD).	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

	designated and integrated English Language Development (ELD).		
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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.

Not 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.

EJE Elementary Academy will use additional concentration grant add-on funds to fund substitute teacher to maintain continuity of instruction for all students (Goal 2, Action 2).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,200,628.00	\$ 7,100,625.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin&Educators that Support the Ed Program	No	\$ 2,273,033	\$ 2,221,533
1	2	Measuring Student Progress-Assessments	No	\$ 73,673	\$ 89,367
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 1,132,228	\$ 1,167,897
1	4	Addressing Social-Emotional & Behavioral Student Needs	No	\$ 147,807	\$ 100,965
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 54,167	\$ 100,789
1	1	Admin&Educators that Support the Ed Program	Yes	\$ 257,290	\$ 245,490
1	5	Broad Course of Study	No	\$ 250,969	\$ 232,896
1	6	Maintaining Safe & Clean School Facilities	No	\$ 551,955	\$ 492,560
1	7	Services to Support SWD	No	\$ 651,354	\$ 651,061
2	1	Professional Development	Yes	\$ 470,869	\$ 540,732
2	1	Professional Development	No	\$ 228,982	\$ 142,280
2	2	Strengthening EL Program & Services	Yes	\$ 107,747	\$ 192,001
2	3	Core Curricular Program Needs	No	\$ 6,100	\$ 6,100
2	4	Closing the Digital Divide	No	\$ 147,100	\$ 157,066
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	\$ 510,728	\$ 536,206
3	2	Parent Input in Decision Making	No	\$ -	\$ -
3	3	Opportunities Provided to Support Parent	Yes	\$ 55,473	\$ 54,881
3	3	Opportunities & Activities to Support Parent	No	\$ 178,132	\$ 92,367
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	Yes	\$ 103,021	\$ 76,434

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,653,588	\$ 1,524,051	\$ 1,692,808	\$ (168,757)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 506,059	\$ 482,481.00	0.00%	0.00%
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 23,592	\$ 100,789.00	0.00%	0.00%
1	1	Admin&Educators that Support the Ed Program	Yes	\$ 257,290	\$ 245,490.00	0.00%	0.00%
2	1	Professional Development	Yes	\$ 470,869	\$ 540,732.00	0.00%	0.00%
2	2	Strengthening EL Program & Services	Yes	\$ 107,747	\$ 192,001.00	0.00%	0.00%
3	3	Opportunities Provided to Support Parent	Yes	\$ 55,473	\$ 54,881.00	0.00%	0.00%
3	1	Promoting Positive Student Climate, Student Engagement & Safe Learning Environment	Yes	\$ 103,021	\$ 76,434.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,836,047	\$ 1,653,588	0.00%	28.33%	\$ 1,692,808	0.00%	29.01%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	\$ 6,128,454	\$ 1,748,296	28.528%	0.000%	28.528%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,935,764	\$ 1,468,074	\$ 506,562	\$ 978,507	\$ 7,888,907.00	\$ 6,482,733	\$ 1,406,174

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	Measuring Student Progress-Assessments	All	No	Schoolwide	N/A	EJE Elementary	2024-25	\$ 13,950	\$ -	\$ 13,950	\$ -	\$ -	\$ -	\$ 13,950	0.000%
1	2	Strengthening EL Programs & Services	English Learners	Yes	Limited	English Learners	EJE Elementary	2024-25	\$ 73,062	\$ 45,000	\$ 95,562	\$ -	\$ -	\$ 22,500	\$ 118,062	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	All	Yes	Schoolwide	All	EJE Elementary	2024-25	\$ 1,803,871	\$ 65,125	\$ 736,445	\$ 695,148	\$ 437,403	\$ -	\$ 1,868,996	0.000%
1	4	Addressing Social-Emotional & Behavioral Student Needs	All	Yes	Schoolwide	All	EJE Elementary	2024-25	\$ 270,146	\$ 52,750	\$ 195,833	\$ 127,063	\$ -	\$ -	\$ 322,896	0.000%
1	5	Broad Course of Study	All	No	Schoolwide	All	EJE Elementary	2024-25	\$ 206,535	\$ -	\$ -	\$ 206,535	\$ -	\$ -	\$ 206,535	0.000%
1	6	Services to Support SWD		No				2024-25	\$ 69,159	\$ -	\$ -	\$ -	\$ 69,159	\$ -	\$ 69,159	0.000%
2	1	Admin & Educators that Support the Ed Program		No				2024-25	\$ 2,695,812	\$ 1	\$ 2,594,903	\$ 100,910	\$ -	\$ -	\$ 2,695,813	0.000%
2	2	Professional Development	All	Yes	Schoolwide	All	EJE Elementary	2024-25	\$ 653,317	\$ 168,619	\$ 605,763	\$ 66,318	\$ -	\$ 149,855	\$ 821,936	0.000%
2	3	Core Curricular Program Needs		No				2024-25	\$ -	\$ 120,175	\$ 120,175	\$ -	\$ -	\$ -	\$ 120,175	0.000%
2	4	Closing the Digital Divide		No				2024-25	\$ 86,020	\$ 65,305	\$ 95,325	\$ 56,000	\$ -	\$ -	\$ 151,325	0.000%
3	1	Promoting Positive School Culture, Student Engagement & Safe Learning Environment	All	Yes	Schoolwide	All	EJE Elementary	2024-25	\$ 110,974	\$ 877,798	\$ 143,768	\$ 38,852	\$ -	\$ 806,152	\$ 988,772	0.000%
3	2	Parent Input in Decision Making		No				2024-25	\$ 127,808	\$ -	\$ -	\$ 127,808	\$ -	\$ -	\$ 127,808	0.000%
3	3	Opportunities Provided to Support Parent Engagement & Participation		No				2024-25	\$ 57,313	\$ 11,400	\$ 68,713	\$ -	\$ -	\$ -	\$ 68,713	0.000%
3	4	Maintaining Safe & Clean School Facilities		No				2024-25	\$ 314,766	\$ 1	\$ 265,327	\$ 49,440	\$ -	\$ -	\$ 314,767	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,128,454	\$ 1,748,296	28.528%	0.000%	28.528%	\$ 1,777,371	0.000%	29.002%	Total:	\$ 1,777,371
								LEA-wide Total:	\$ -
								Limited Total:	\$ 95,562
								Schoolwide Total:	\$ 1,681,809

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	2	Strengthening EL Programs & Services	Yes	Limited	English Learners	EJE Elementary	\$ 95,562	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	Yes	Schoolwide	All	EJE Elementary	\$ 736,445	0.000%
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	Schoolwide	All	EJE Elementary	\$ 195,833	0.000%
2	2	Professional Development	Yes	Schoolwide	All	EJE Elementary	\$ 605,763	0.000%
3	1	Promoting Positive School Culture, Student Engagement & Safe Learning Environment	Yes	Schoolwide	All	EJE Elementary	\$ 143,768	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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

