



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ida Jew Academy

CDS Code: 43696176048045

School Year: 2024-25

LEA contact information:

Gilbert Rodriguez

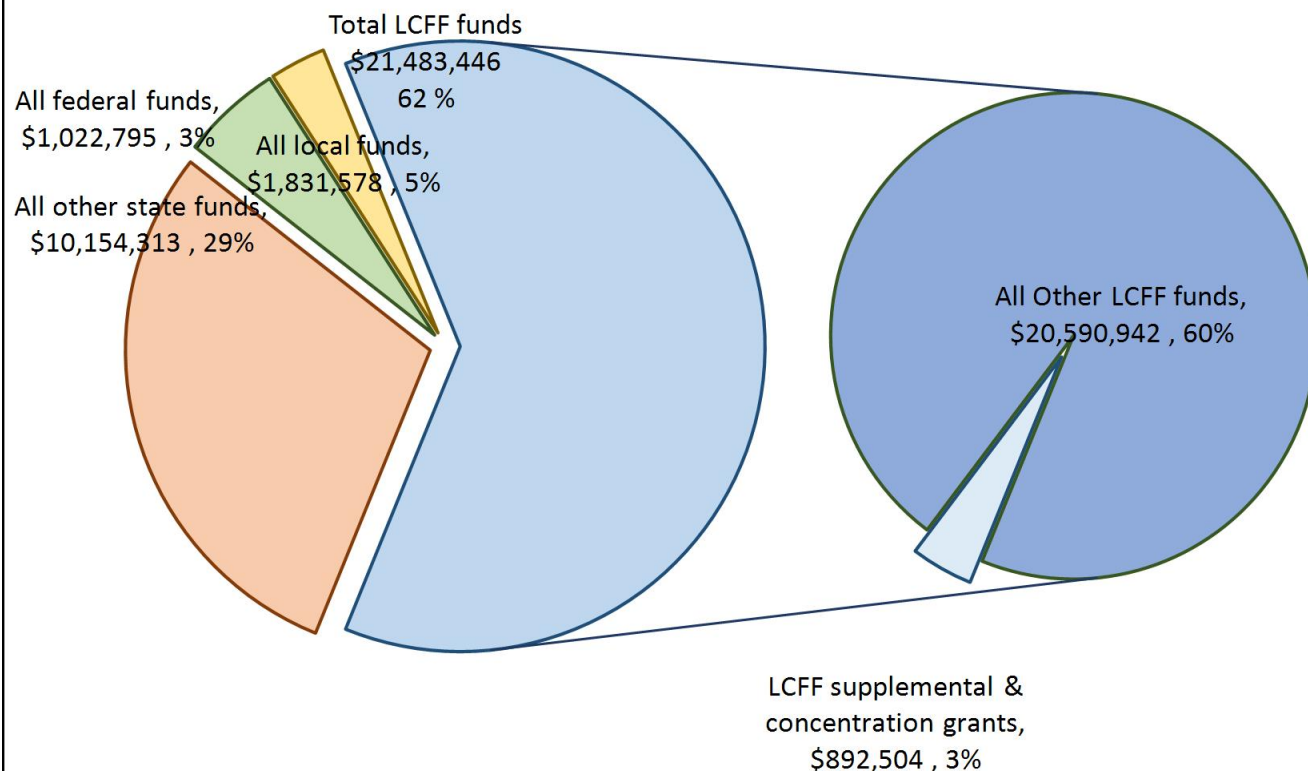
Principal

408-258-6451

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

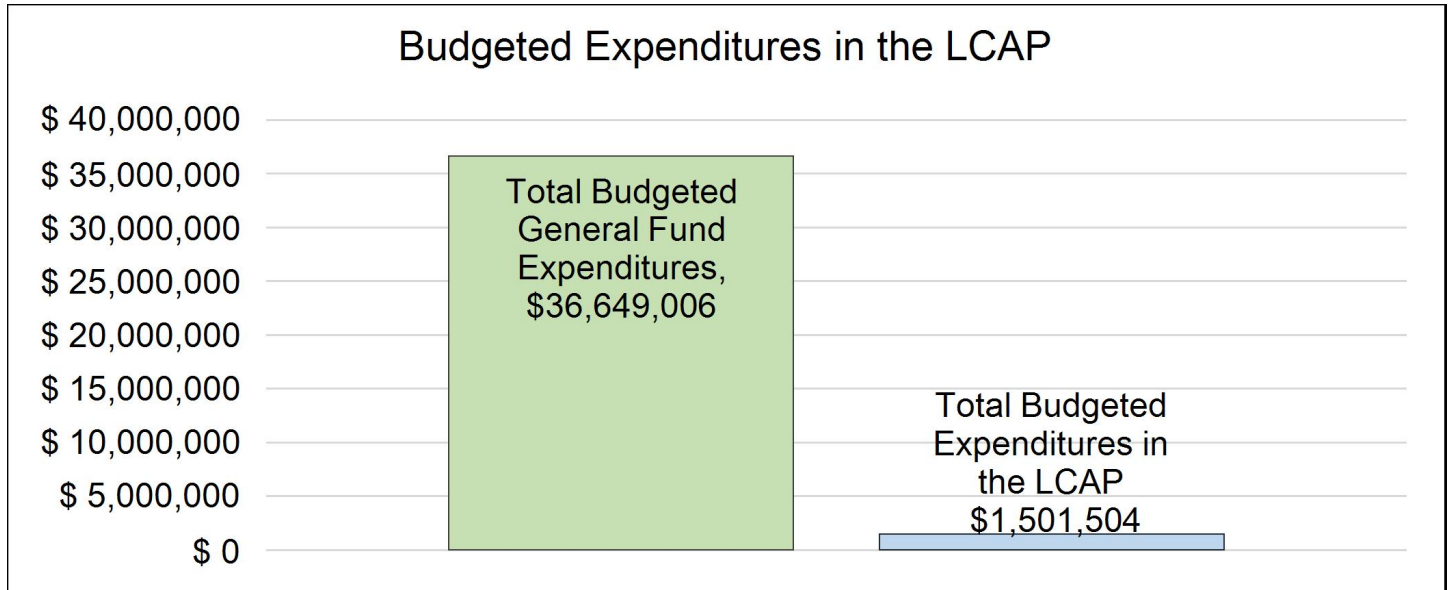


This chart shows the total general purpose revenue Ida Jew Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ida Jew Academy is \$34,492,132, of which \$21,483,446 is Local Control Funding Formula (LCFF), \$10,154,313 is other state funds, \$1,831,578 is local funds, and \$1,022,795 is federal funds. Of the \$21,483,446 in LCFF Funds, \$892,504 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 Ida Jew Academy 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: Ida Jew Academy plans to spend \$36,649,006 for the 2024-25 school year. Of that amount, \$1,501,504 is tied to actions/services in the LCAP and \$35,147,502 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

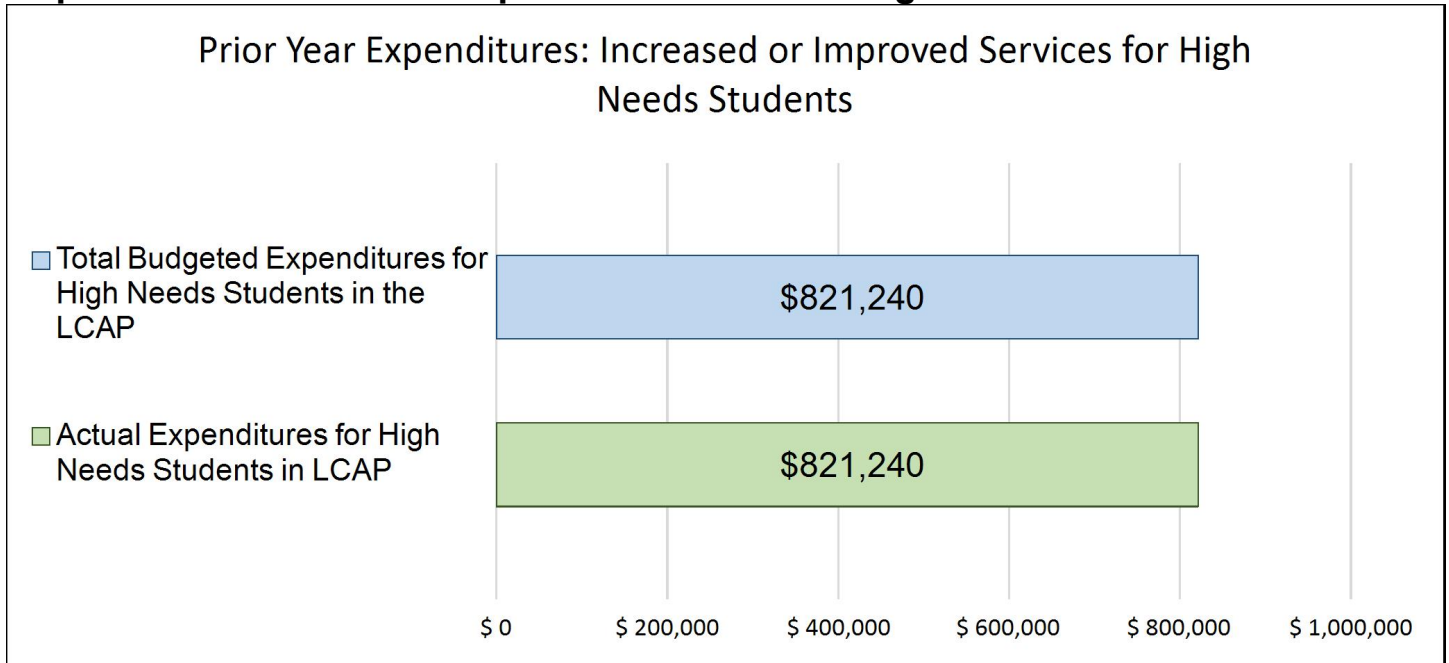
- SELPA General Fund \$2,815,880
- Lottery Fund \$250,925
- Parcel Tax \$550,142
- Categorical Funds \$7,610,977
- Special Ed Funds \$4,909,544
- Ida Jew General Fund \$3,790,487
- District LCAP \$3,980,454
- District General Fund \$11,848,093

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

In 2024-25, Ida Jew Academy is projecting it will receive \$892,504 based on the enrollment of foster youth, English learner, and low-income students. Ida Jew Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Ida Jew Academy plans to spend \$892,504 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 Ida Jew Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ida Jew Academy 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, Ida Jew Academy's LCAP budgeted \$821,240 for planned actions to increase or improve services for high needs students. Ida Jew Academy actually spent \$821,240 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
Ida Jew Academy	Gilbert Rodriguez Principal	girodriguez@mpesd.org 408-258-6451

Goals and Actions

Goal

Goal #	Description
1	Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.(State Priorities: 4, 7, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 CAASPP Results for English Language Arts and Mathematics.	In English Language Arts 42.86% met or exceeded standard and in Mathematics, 34.12% met or exceeded standard.	IJA did not implement the CAASPP assessments for the 2020-21 Academic School Year.	Ida Jew Academy implemented CAASPP assessments for 2021-2022 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 39.37%% and 27.52% for Mathematics. Subgroups "At or Above Grade Level" in ELA: English Learners - 19.01% Socioeconomically Disadvantaged - 31.94% Hispanic - 34.86% Asian - 73.34%	Ida Jew Academy implemented CAASPP assessment for 2022-2023 school year. English Language Arts at standard met or standard exceeded is 31.41% Mathematics is 28% for met or exceeded standard	The 2023-24 school year's desired outcome is to have at least 55% of the students meeting or exceeding standard in English Language Arts and no subgroup of students with a "Red" or "Orange" performance level. In Mathematics, the desired outcome is to have at least 45% of the students meeting or exceeding standard and no subgroup of students with a "Red" or "Orange" performance level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>*Homeless Youth - In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 17.21% Socioeconomically Disadvantaged - 24.83% Hispanic - 23.99% Asian - 73.33% *Homeless Youth - In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.</p>		
Reclassification Rate	According to the CA Data Quest, in the 2018-29 school year, 44.3 % of total enrollment in the school were identified as English Learners, and 7.2% were	According to the CA Data Quest in the 2020-21 school year the school did not reclassify students.	According to the CA DataQuest in the 2021-2022 school year, 51.6% of total enrollment in the District were identified as English Learners, and 5.7% were	Total English Learners is 42% 15% were reclassified as fluent English speakers.	Increase Redesignation Rate from 7.7% in 2019-20 to 9% in 2023-24 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Redesignated to Fluent English Speakers. In 2019-20, 43 % of total school enrollment were classified as English Learners, and 7.7 % were Redesignated as FEP.		reclassified as fluent English speakers		
EL Progress on ELPAC	Based on 2019 Dashboard reports, 53.4%% of English Learners are making progress towards English language proficiency and 41.8% progress at least one ELPI level and 25.4% of English Learners maintain an ELPI level of 1, 2L, 2H, 3L, or 3H.	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard.	Ida Jew Academy implemented ELPAC testing for 2021-2022 school year. According to the CA Dashboard data, 63.6% of English Learner: are making progress towards English Language Proficiency. 49.5% progressed at least one ELPI level and 33.4% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.	45.5% of English Learners are making progress towards English Language Proficiency 43.4% progressed at least one ELPI level and 38% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.	The Goal for 2023 will be to have 55% of English Learners making progress towards English language proficiency. Decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from 25.4% to 23.4%.
Local Indicator Self Reflection Tool	Priority 7- Access to Broad Course of Study. The District will continue to meet		Ida Jew Academy Met Standard based on the Self Reflection tool	Ida Jew Academy Met Standard based on the Self Reflection tool	Continue to meet standard for Access to Broad Course of Study using the Self Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standard using the Local Indicator SelfReflection Tool.				

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 actions were implemented as planned.

(Goal 1, Action 1) We allocated \$14,000 and only \$4,103 was spent due to in part that we are awaiting conference attendees to confirm conference attendance in the summer of 23-24

(Goal 1, Action 2) Fully implemented, instructional assistants provided support to transitional kindergarten and kindergarten classrooms. We allocated \$79,411 and we are targeted to use all of the fund by the end of this school year. We had 3 instructional assistants who served students at both campuses

(Goal 1, Action 3) We implemented the Reading Partners during the school day at all elementary school sites and are in the process of planning the summer school and tutoring for summer 2024. For the Summer Program, we will offer Math Elevate, CSI, Reading, and Newcomers Class followed by Robotics where students have been invited to attend. Students participating in our Summer Program will have free access to a 9 hour day, which includes Robotics after lunch until 4pm. Using ELOP funds, the Sunrise Program was offered and implemented during this school year from 7:00 AM - 8:30 AM at all sites. The students were supported with social emotional learning.

(Goal 1, Action 4) Fully implemented. In collaboration with the District. The district continued with online software applications such as Nearpod, Canvas, Newsela, Education.com, Learning A-Z, and among others to continue to support Independent Learning, Special Ed Technology called Text Help, short-term independent study, support students with supplemental learning to address the learning loss due to pandemic and use technology in the classroom to increase student engagement and differentiate instruction. ITLC teacher cohort continued in 2023-2024.

(Goal 1, Action 5) Fully implemented for salary and benefits until end of school year. The 1 psychologists will continue to be paid through 2024-2025 school year to provide services for our most vulnerable student population.

(Goal 1, Action 6) Fully implemented: Purchase and Implementation of iReady. All school sites fully implemented iReady to support students with English Language Arts and math.

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.

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

The Extended Learning Program provided both social emotional learning with Sunrise Club before school to have the students engaged for learning and the after school academic support were provided at all school sites and the unduplicated students had priority of registering first for the program.

(Goal 1, Action 8) The use of iReady during school and after school supported the small group instruction support for all students and provided personalized pathway for lessons to accelerate learning as all school sites showed growth in their iReady diagnostic assessments. iReady is a great resource as it provides immediate access to all grade levels of our iReady instructional resources (grades K–8 in Reading/Math and grades 2–5 in Writing). It is organized by standard so teachers can easily focus on skills that students may not have mastered. Also, the iReady illustrates specific focus areas, as well as strategies for both full classroom and small group instruction. It's a great solution for differentiating instruction.

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.

In 2023-2024 school year, K-2 teachers were trained in Wilson Foundations supplemental phonics program in addition to the board adopted ELA curriculum, Benchmark Advance. The teachers implemented the supplemental phonics program with their students during Reading Instruction.

In 2023-2024 school year, AirTutors was hired to provide online tutoring for the identified 3rd-5th grade students at school sites. Also, we have received feedback from educational partners and have decided to hire an additional intervention teacher for 2024-2025 to provide more intensive reading intervention for K-3 grade students.

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

Goals and Actions

Goal

Goal #	Description
2	Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State Priorities: 1, 2, and 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC/Williams Audit Reports	In the 2021 School year, Ida Jew Academy did not receive any Williams complaints for lack of instructional materials.	Ida Jew Academy provided 100% materials and is not on Williams audit	There were no William complaints for lack of instructional materials in 2022.	There were no William complaints for lack of instructional materials in 2023.	Continue to have zero Williams out of compliance findings.
Data on Teacher retention	Although the data below is for the MPESD, the district does all the hiring for Ida Jew Academy and Ida Jew teaching staff is part of the MPEA's bargaining unit. One of the greatest needs is the recruitment and retention of high-quality teachers to serve the needs of our students. High-quality instruction, coupled	Ida Jew Academy has been able to maintain a 100% of teachers listed as permanent	For 2022-2023 the school had only one resignation not including non reelects	For 2023-2024 the school had only one resignation not including non reelects	Decrease the percentage of teachers who resign from our district to work in another district by two percentage points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>with teachers that respect our students, value their assets and culture, believe in them, and have high expectations for our student population, is essential for student success. Mount Pleasant Elementary has an average of 102 certificated employees. Over the last five years, the district hired 106 teachers and 43 of them left our district. Based on exit interviews, the majority of teachers who decided to leave our schools were due to the high cost of living in the Bay Area and their need for higher compensation. Teachers leave our district to go teach in other districts that provide higher salaries and/or benefits. Teachers are also relocating to other, more affordable places in California or out of the state.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Although the district is unable to compete with other districts in Santa Clara County, the district continues to use supplemental and concentration funds in an ongoing effort of recruiting and retaining high-quality teachers. In the 2019-20 School year, 10 (9.1%) of teachers resigned to go to another district.				
Local Indicator Self-Reflection Tool Implementation of Academic Content Standards.	For the 2020-21 school year, using the Self-Reflection Tool, the District met standard.	Ida Jew Academy continues to assess the implementation of the self reflection tool and has completed a mid year report	Ida Jew Academy continues to assess the implementation of the self reflection tool and has completed a mid year report	Ida Jew Academy continues to assess the implementation of the self reflection tool and has completed a mid year report	Continue to meet standard using the Self-Reflection Tool.
Facilities in Good repair	Data collected from the WestEd Climate Surveys a high percentage of respondents feel school sites have “clean and well-maintained facilities,” (100% parents, 80% Staff). Students feel the schoolyard and buildings are clean and in good condition	Ida Jew Academy continues to have facilities in good working order as identified on the SIF	Overall Facility Rating for all schools are “Good.”	For the 2023-2024 school year, students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 76% Staff 69% Parents - not enough data collected	Increase or maintain the percentage of staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey. Continue to provide 100% of classrooms and school buildings with safety equipment,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>most or all of the time (34% of 7th grade).</p> <p>All schools and classrooms, 100%, used by students received COVID materials and safety barriers and were repurposed for instruction. Parents and staff were informed of safety protocols and screening measures.</p>			100% of classroom and school buildings received safety equipment.	cleaning supplies, and barriers in accordance with current Guidance.

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.

(Goal 2, Action 3) Internet access and technology - MPESD students have one to one technology access and hot spots. Due to time constraints, ESSER funds had to be used first for this action item. Therefore, no LCAP funds were used.

(Goal 2, Action 4) Safe School Facilities - Due to time constraints, ESSER funds had to be used first for this action item. Therefore, no LCAP funds were used.

(Goal 2, Action 5) Access to Standard Based Curriculum - used lottery funds as part of this action item. Therefore, not all allocated funds were used for this action item.

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.

(Goal 2, Action 3) Elementary and Secondary School Emergency Relief Fund (ESSER) is being used first as there is a time window.

Although \$4,000 have been allocated, so far ESSER funds have covered the cost.
(Goal 2, Action 4) ESSER funds were used first as there is a time window.

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

(Goal 2, Action 1) Met. There was only 1 misassignment and zero vacant teacher positions. Zero teachers have resigned in the 2023-2024 school year.

(Goal 2, Action 2) Met, support was provided by the SVNTC to new teachers who needed to Clear their credentials.

(Goal 2, Action 3) Met, hotspots were provided to all students that requested them to use them at home, mainly students who opted for Independent Study.

(Goal 2, Action 4) Met, protective equipment was purchased and distributed to all staff and students.

(Goal 2, Action 5) Met, district provided grade level content to our students.

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

(Goal 2, Action 4) Less LCFF funding is allocated due to declining enrollment and less need to purchase safety equipment.

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

Goals and Actions

Goal

Goal #	Description
3	Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3,5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard - Suspension Data	Suspensions: According to the 2019 CA Dashboard information, the overall performance level for suspension rates for the Ida Jew Academy is Orange, the suspension rate increased by 0.5% from the previous year, rising from 1.5% to 2.0%. The suspension increase was below the State by 1.4%. Subgroups associated: English learners (-1.1%, Green), Socioeconomically Disadvantaged (+0.3%, Orange), Students with Disabilities (-1.4%, Green), and Hispanic	Suspensions associated amounted to 3 for the 2021-2022 school year	Suspensions associated amounted to 3 for the 2022-2023 school year	Blue Performance Level, 0.4% with no subgroups in "Red"	Move from Orange to Yellow, with no subgroups in "Red"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(maintained 0.2%, Yellow). Based on local data from the 2019 school year at Ida Jew Academy, there were 12 suspensions, 12 students were suspended, with a suspension rate of 2.0%. The rate of suspensions in the State is 3.4% IJA will implement positive behavior interventions & supports (PBIS) to prevent and find positive interventions to reduce suspensions at the school.</p>				
<p>CA Dashboard - Attendance Data</p>	<p>Attendance: Chronic absenteeism is defined as absent 10% or more during the student’s period of enrollment. Data from the 2019 CA Dashboard shows that there was a decline of 4.2% This number is lower than data collected by the State as it does not account for students who enrolled late</p>	<p>CA Dashboard not available for the 2020-21 Academic School year</p>	<p>Data from the 2022 CA Dashboard, 24.1% were chronically absent as a district, which is very high status level. English Learners at 22.5%, Hispanic at 27%, Homeless at 33.3%, Two or more races at 41.3%, Socio economically disadvantaged at 26.5%, and students with disabilities at</p>	<p>According to the 2023 CA Dashboard, the chronic absenteeism for the Ida Jew Academy was at 29.9% Chronically Absent</p>	<p>Decrease or maintain Chronic absenteeism at 4%, the States chronic absenteeism rate is 10.1%. Decrease Chronic Absenteeism for the following student subgroups: 2018 Dashboard data include Foster youth decrease from 35.3% in 2018 to 30.3%;</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or exited prior to the end of the school year. Subgroups reflected are all in Orange Asian (0%), English Learners (-3.6%), Hispanic (-4.5%) and Students with Disabilities (-4.4%)</p> <p>The rate for chronic absenteeism in the State is 10.1%. Improving student attendance continues to be an area for improvement.</p>		<p>33.5% are very high status level. We are currently on Differentiated Assistance for homeless and students with disabilities for attendance. Our DA focus is to improve attendance for SPED students.</p> <p>Asians and white students are high status.</p>		<p>Homeless (decrease from 27.8% in 2018 to 17.8%); African American (decrease from 21.6% in 2018 to 11.6%), and Students with Disabilities (decrease from 10.6% to 7.6%).</p>
CA Healthy Kids Survey	<p>Wested Climate surveys administered to students (CHKS), parents and staff, include providing opportunities for meaningful participation for students; parents 93% and students 45% 5th grade, 20% 7th grade. Student mental health was identified as a significant concern for parents (54%), staff (15% Elementary & 50% Middle school).</p>	<p>The percentage of fifth grade students reporting high levels of meaningful engagement was 43% for 2022. While the percentage did not change significantly for fifth grade, the middle school results increased 9%, from 20% in 2021 to 29% in 2022, 1% below goal. The percentage of 7th grade students reporting that they feel “chronic sadness or</p>	<p>The district will use the last year data as state requires the data every two years. Providing opportunities for meaningful participation for students; parents 93% and students 45% (5th grade), 20% (7th grade). Student mental health was identified as a significant concern for parents (54%), staff (15% Elementary &</p>		<p>Increase the percentage of students indicating they have opportunities for meaningful engagement from 45% to 50% fifth grade and 30% middle school.</p> <p>Decrease the percentage of students indicating that they feel "chronic sadness/hopelessness from by 5% or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>There were significant increases in the percentage of students experiencing chronic sadness/hopelessness (50% sixth grade, 33% 7th grade and 46% 8th grade) or that have considered suicide in the last 12 months (18% 8th grader). While parents feel that the school offers quality counseling supports (70%), staff (65%) indicated they need more professional development to meet students' social-emotional needs. While Bullying or harassment among students has significantly declined during distance learning, students report an increase in cyberbullying(16%). Bullying has been identified as an area for improvement; especially as students return in-person. Last year, 2019, only half</p>	<p>hopelessness” decreased 3%, from 38% to 35%. Decreases were also seen in 6h grade results, 31% to 28% in and 8th grade 46% and 34% in 2022. The percentage of students identifying an anti-bullying climate decreased for middle school from 56% to 39% and remained the same in 5th grade 73% in 2019 to 72% in 2022.</p>	<p>50% Middle school). There were significant increases in the percentage of students experiencing chronic sadness/hopelessness(38%) or considered suicide in the last 12 months (18%). While parents feel that the schools offer quality counseling support (70%) and staff (65%), they also indicated they need more professional development to meet students' social-emotional needs.</p> <p>While Bullying or harassment among students has significantly declined during distance learning, students report increased cyberbullying(16%). Bullying has been identified as an area for improvement, especially as students return in person.</p>		<p>more, at each grade level, 5th 50% to 45% 33% to 27% or less, 7th grade 33% to 27% and 8th grade, 46% to 41%.</p> <p>Increase the percentage of students reporting an anti-bullying school climate, from 51% to 56% or more.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(51%) of 7th graders reported an anti-bullying school climate. Parents (29%) and middle school staff (70%) indicate bullying is a "moderate to severe" problem for students.				
Expulsion Rate	Ida Jew Academy has expelled 0 students, 0%, over the last two school years.	Ida Jew Academy did not expel any students	Ida Jew Academy did not expel any students	Ida Jew Academy did not expel any students	Maintain rate of 0% expulsions.
Attendance Rate	The Ida Jew's average daily attendance is	The daily attendance rate for 2020-21 school year was	The District's average daily attendance is 92%.	Ida Jew Academy average daily attendance is 96%	Increase or maintain the average daily attendance rate.
Pupil Engagement: Middle School Dropout Rate	Ida Jew Academy 6-8 grades Dropout Rate is 0%	Ida Jew Academy 6-8 grades dropout rate for the 2020-21 is 0%.	The MPESD's Middle School Dropout Rate is 0%	The MPESD's Middle School Dropout rate is 0%	Continue to maintain in grades 6-8 Dropout rate at 0%

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.

(Goal 3, Action 1) was fully implemented. Part of the one family case manager and one new counselor salary were covered, FCM extended duty, part of directors salaries were covered. The transportation was paid out of ARP funds, and Reilly Behavioral to support vulnerable students was paid out of SPED resource. One case manager was paid out of LCAP and SLS. This action item went over 5% over the allocation due to annual salary and benefits increase.

(Goal 3, Action 2) was fully implemented. We have a full time Student Advisor who is shared between August Beoger Middle School and Ida Jew Valle Vista site. The EL Education, CREW Program staff development took place in August, Go Guardian and library books/services for each school sites were fully carried out. This action item went over 50% of allocation due to increased amount in the library books ordered and EL Education Curriculum implementation effort.

(Goal 3, Action 3) was fully implemented. The 5th, 7th, parents, and staff took the CA Healthy Kids Survey (CHKS).

(Goal 3, Action 4) was fully implemented. Four Parent Academic Fairs took place this year and other parent workshops were provided in-person and virtually. The case manager also partnered with agencies and contractors. The intervention teachers also provided literacy classes for parents.

(Goal 3, Action 5) was fully implemented; the bilingual data technician provided ongoing one-on-one technology support to families and translations were provided in all district communications and parent workshops and meetings.

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.

All items were carried out and are in process of implementation making progress.

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

In the spring of 2024, 91% of our 5th graders and 87% of our 7th graders took the CA Healthy Kids Survey (CHKS). According to California Healthy Kids Survey (CHKS) data received from the students and parents show the following improvements: In 2024, 73% of the fifth graders surveyed stated that they felt safe at school compared to the 83% from 2022. There was no CHKS 5th grade survey in 2023. 67% of the fifth graders said that they have high level of caring relationships with a teacher or other adults at their school compared to 73% in 2022. 79% reported that high levels of expectations from a teacher or other adult at their school compared to 85% in 2022 and 69% reported having high levels of school connectedness compared to 73%. However, 44% of fifth graders reported having high levels of opportunities for meaningful participation at their schools compared to 43% in 2022. In 2024, 52% of the seventh graders reported that there is a caring relationships with a teacher or other adults compared to 61% in 2023. 64% of seventh graders reported that the teacher or other adult had high expectations compared to 70% in 2023. 23% reported to have opportunities for meaningful participation compared to 30% in 2023, 49% for school connectedness compared to 56% in 2023, and 61% for academic motivation compared to 69%. Only a little over 100 parents responded to the surveys and were unable to

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

(Goal 3, Action 5) MPESD saw the need of uniform communication platform across districtwide and will be fully implementing ParentSquare for 2024-2025 school year. We are also in the process of onboarding a full time librarian to support with student academics and engagement as well as improve school climate.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ida Jew Academy	Gilbert Rodriguez Principal	girodriguez@mpesd.org 408-258-6451

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.

Ida Jew Academy (IJA) is a dependent charter of the Mount Pleasant Elementary School District (MPESD) which serves a diverse student population from preschool to 8th grade. We have a rich history of educating our students in the area for over 100 years. We believe that our students and families are at the heart of our district and collectively believe in providing educational equity for all students to access their full academic and social potential. Each of our schools provides a comprehensive educational program. Ida Jew Academy, a district-sponsored Charter School, serves TK - 8 and offers a Two-Way Dual Language Immersion and STEAM Program. The IJA STEAM Academy (TK - 8) shares a campus with Valle Vista Elementary School that houses grades TK-5 and offers a VAPA Academy where the arts are integrated across the curriculum. Mount Pleasant Elementary shares a campus with IJA Two-Way Dual Language Immersion (Spanish) and also focuses on STEAM. Besides providing choice to parents and students by having different school options with unique program emphasis, IJA also offers additional services in collaboration with MPESD such as preschool services and extended learning via ELOP (Extended Learning Opportunity Program) combined with the MPESD's After School Program (MPAS) and partnerships with outside agencies. Ida Jew Academy also provides enrichment opportunities before school, after school, and during the summer, such as SEL (Social Emotional Learning), theater, Reading and Math tutoring, Robotics, and sports programs. In addition, our students have the opportunity to obtain Seal of Biliteracy Attainment recognition for 5th and 8th graders for our multilingual learners, arts and music programs in every school, and middle school competitive sports.

MPESD the chartering district of Ida Jew Academy continues to experience a decline in student enrollment. In the 2020-21 school year, the district enrollment was 1,926. In the 2021-2022 school year, the enrollment dropped to 1,708, a decrease of over 11%. During the 2021-22 school year, the District formed a Consolidation and a 7-11 Committee to address the fiscal challenges due to declining enrollment.

For the 2022-23 school year, the following changes took place:

1. Valle Vista Elementary is housed at the same location as Ida Jew Academy/STEAM (1966 Flint Ave.)
2. The two instructional programs that compose the Ida Jew Academy have been separated. The STEAM program and the 6-8 ALAS Dual Immersion Program have remained at their current location, and grades TK-5 3. ALAS dual immersion program have moved to Mt. Pleasant Elementary (14275 Candler Ave.).
4. The enrollment for 2022-2023 was at 1,674, a decrease of 2% from last school year, and for 2023-2024, the enrollment is at 1554. The district continues to experience declining enrollment every year.

For the upcoming school year, 2024-2025, MPESD is excited to share that the Community School Implementation Grant Cohort 3 for August Boeger Middle School and Mount Pleasant Elementary were approved! This will bring in approximately 2.6 million over five years to support community school implementation. Over 900 grant applications were received and only 298 were approved. August Boeger currently houses a Wellness Center.

MPESD proudly serves the following ethnic diversity of students:

- American Indian or Alaska Native, 0.2%
- Asian, 13%
- Black or African-American, 2%
- Hispanic/Latino, 77%
- Native Hawaiian or Other Pacific Islander, 1%
- White, 2%
- Two or More Races, 3%
- Other student population, 1%

- Eligible for free or reduced price meals, 70%
- English Learners, 40%
- Students with one or more disabilities, 14%
- Foster Youth, 0.6%
- Migratory Students, 1%
- Students experiencing Homelessness, 9%

Reflections: Annual Performance

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

Ida Jew Academy is still working through the challenges of the pandemic. The distance learning created many gaps in academics and we are in the process of closing that achievement gap with academic acceleration as well as focus on chronic absenteeism, student belonging and social emotional well being. We have implemented high leverage tutoring this school year and will continue to do so for the 2024-2025 during, after, and summer school. K-2 teachers will continue to implement the supplemental Phonics, Foundations to improve reading strategies. The district and the school sites will continue to focus on improving chronic absenteeism for all subgroups.

The Ida Jew Academy in collaboration with MPESD, implemented CAASPP assessment for 2022-2023 school year that's shown on the California School Dashboard.

Smarter Balanced Assessment (SBAC) test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics. The California Science Test (CAST) for 5th and 8th graders was at 19% for standard meet or standard exceeded.

MPESD maintained the percentage of met and exceeded in the Smarter Balanced Assessment (SBAC) math data of 22% from the previous school year (2021-2022).

The following school sites showed improvements in the SBAC ELA and/or math data:

Mount Pleasant Elementary School improved 6 % in English Language Arts

There's also 1% improvement in math for socio-economically disadvantaged students and hispanic students from 2021-22 school year. English only and Asian students maintained their math scores and the home insecure students improved in English Language Arts by 3 % and improved by 9% in math.

Subgroups "At or Above Grade Level" in ELA:

English Learners - 12%

Socioeconomically Disadvantaged - 25%

Students with disabilities - 6%

African American students- 28%

Hispanic - 24%

Asian - 60%

Homeless Youth - 28%

Subgroups "At or Above Grade Level" in Mathematics:

English Learners - 10%

Socioeconomically Disadvantaged - 18%

Students with disabilities- 5%

African American students - 13%

Hispanic - 17%

Asian - 51%

Homeless Youth - 31%

Subgroups "At or Above Grade Level" in Science:

English Learners - 6%

Socioeconomically Disadvantaged - 15%

Students with disabilities - 8%

African American students- No data available

Hispanic - 14%

Asian - 34%

Homeless Youth - 17%

According to the CA DataQuest, in the 2022-2023 school year, 43% of total enrollment in the District were identified as English Learners, and 11.5% were reclassified as fluent English speakers.

MPESD and Ida Jew Academy implemented ELPAC testing for 2022-2023 school year.

According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

Data for access to electives for middle school students in 2023-2024 school year was 95%.

15% for SPED students, 35% for English Learners.

Electives access offered:

ALAS, Leadership, Art, Dance, Band and Researched Based Projects, Ethnic Studies, and Advanced High School Math.

Ida Jew Academy in collaboration with MPESD met standard based on the Self Reflection tool. The district uses "master schedule" to monitor and ensure that the students have access to a broad course of study. Students in elementary and middle school have access and are enrolled in all core subject areas, including designated English Language Development for English Learners. Based on the schools' master schedules, 100% of the students have access to core subject areas including ELD.

Reflections: Technical Assistance

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

Ida Jew Academy and MPESD the chartering district is under Differentiated Assistance and is working with the Santa Clara County Office DA Team to address chronic absenteeism and academic achievement for the last two years. Currently, we have five subgroups that have been identified for Differentiated Assistance (DA) according to the CA Dashboard data. The following four subgroups have been identified for chronic absenteeism and academics: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The white students have qualified for DA under chronic absenteeism and suspension. MPESD has been part of the Networking Improvement Community (NIC) and Differentiated Assistance for the 2023-2024 school year and has been on the journey to find root causes for chronic absenteeism and to improve chronic absenteeism by implementing Plan-Do-Study-Act (PDSA) cycles. Our PDSA cycle involved building intentional relationships with all students with a focus on English Language Learners.

These are the two forms of assistance aligned to the Every Student Succeeds Act (ESSA) where two MPESD schools are identified by the California Department of Education (CDE):

1. Additional Targeted Support and Improvement (ATSI) - Mount Pleasant Elementary Special Education Students
2. Comprehensive Support and Improvement (CSI) - August Boeger Middle School for low academic performance school-wide

For the identified CSI and ATSI school sites, they have met with their Educational Partners, conducted needs assessments and root cause analysis, and identified evidence-based interventions, strategies, and activities. The school sites will incorporate their CSI/ATSI planning into the current School Plan for Student Achievement (SPSA) process, get the plan approved, monitor for effectiveness, and review it with the following in mind:

1. Comprehensive needs assessment taking into account information on the achievement of students, particularly the needs of those who are failing, or at risk of failing, to meet the standards
2. Description of the strategies and expenditures that will be used to meet the identified needs, including any student groups for which the school was identified
3. How the strategies will address the needs of students to meet the standards and strengthen the academic program

Based on the needs assessments, the educational partners have identified during and after school tutoring as well as ongoing professional development for teaching strategies to improve and support the achievements of students.

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.

August Boeger Middle School

Support for Identified Schools

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

The MPESD district leadership team will hold an annual meeting with the identified CSI school to review CSI identification and provide direction on conducting their annual needs assessment. The identified CSI school will analyze the quantitative local and state data such as CA Dashboard, Attendance, Suspension, Academic, and Reclassification of English Learners. The district will support the school by obtaining qualitative data such as surveys, focus groups, and empathy interviews. The identified school will conduct a root cause analysis and complete a needs assessment with the site educational partners such as the School Site Council and English Learner Advisory Committee.

Comprehensive needs assessment will take into account the following information: achievement of students, particularly the needs of those who are failing, or at risk of failing, description of the strategies and expenditures that will be used to meet the identified needs, including any

student groups for which the school was identified, and how the strategies will address the needs of students to meet the standards and strengthen the academic program.

MPESD district leadership team will meet with the CSI school to discuss common trends/needs and possible responses to the data, including the implementation of evidence-based strategies that address the identified needs.

The CSI site Instructional leadership Team will continue to partake in professional learning throughout the year with Partners in School Renovations to continue to build capacity and team efficacy. They will conduct ongoing analysis, reflection, and planning to monitor their goals and build evidence-based strategies.

Based on the Needs Assessment data, Dashboard indicators, and site-level educational partners' engagement, the site support may include, but is not limited to the following evidence-based options:

- * Curriculum Associates iReady for ELA and Math
- * Expeditionary Learning Education, ELA Curriculum
- * Math Curriculum
- * Science Curriculum
- * English Language Development
- * Diversity, Equity, Inclusion, and Belonging (DEIB) and Antiracist
- * Ethnic Studies Elective
- * Cursive Writing
- * During, after school, and summer Academic Support and Tutoring
- * Learning apps such as Nearpod
- * Eastside Education Initiative College Counselors

The district in collaboration with the Santa Clara County Office of Education will provide information sessions, resources, and technical support for designing and implementing evidence-based strategies as part of SPSA development.

The District annually evaluates each organization that provides services to see how the services are positively impacting student outcomes and the CA Dashboard indicators. The school team will have the opportunity to ask specific questions that are related to the needs of their students and the school. School teams will revise their CSI plan alongside educational partners (e.g., School Site Council, English Learner Advisory Committee, etc) to identify appropriate goals and evidence-based strategies, which are included in the site School Plan for Student Achievement (SPSA). School teams will identify and select evidence-based strategies based on the results of their needs assessment. In addition, school teams will identify the resource inequities during the evaluation process for Title One funds. MPESD district leadership will review site-based needs assessments, resource inequities, evidence-based strategies that will yield positive outcomes for students, and the goals identified in the School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

The district leadership will be responsible for monitoring and evaluating the improvement of CSI school. The district lead will conduct regular site visits to monitor the implementation of the plan and monitor student progress based on the goals identified in the School Plan for Student Achievement (SPSA).

August Boeger Middle School, in partnership with the district, will locally develop and implement a plan to improve student outcomes that is aligned with the goals, actions, and services identified in the district's LCAP.

The plan will be approved, monitored for effectiveness, and reviewed by the School Site Council (SSC) and the district.

The MPESD district will

- * Monitor the plan and implementation of the student's progress based on the goals identified in the School Plan for Student Achievement (SPSA)

- * Debrief classroom/walkthroughs and co-construct next steps and targeted actions

- * Leverage district resources to provide targeted support in alignment with the site's CSI plans

- * Participate in coaching cycles to discuss progress toward goals and share best practices

- * Share current data from common formative assessments in mathematics and English language Arts (ELA), chronic absenteeism/attendance, suspension, and English Learner Progress)

- * District leadership will meet throughout the school year with principals to gauge the impact of support on their schools with supporting data based on the CA

Dashboard Indicator areas of needs; and review goals, reflect on progress, and determine adjustment and support.

- * District leadership will meet through the school year with principals to support and provide input, and monitor progress towards their goals identified in the SPSA.

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>Ida Jew Academy District LCAP Committee</p>	<p>The district held four District LCAP Committee meetings throughout 2023-2024 school year: 01/18/24, 02/29/24, 04/11/24, and 5/16/24. The LCAP Committee members include middle school students, parents of students with disabilities, staff, site educators, site administrators, and central office administrators to discuss district priorities which include LCAP topics.</p> <p>The District LCAP committee members also included parents from the District English Learner Advisory Committee (DELAC), School Site English Learner Advisory Committee (ELAC) and School Site Council (SSC) parents. In addition, the LCAP was also shared at the DELAC and Curriculum Council Meetings.</p> <p>Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP meetings.</p>
<p>Ida Jew Academy District English Learner Advisory Committee (DELAC)</p>	<p>MPESD District English Learner Advisory Committee (DELAC) met on 09/27/23, 11/28/23, 01/31/24, 05/09/24</p> <p>Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP discussions.</p>
<p>Ida Jew Academy LCAP Thought Exchange</p>	<p>Additionally, the anonymous Thought Exchange Platform was launched during the 2023-2024 school year to gather feedback from all educational partners including parents, staff, and all middle school students.</p>

Educational Partner(s)	Process for Engagement
Middle School Students Advisory Leadership Committee and All Middle School Students	The district leadership also met with middle school leadership advisory committee from August Boeger Middle School and Ida Jew Valle Vista to gather the students input to the LCAP in addition to the Thought Exchange Feedback that were gathered from all middle school students.
SELPA	Director of SELPA also provides LCAP feedback.

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

Mount Pleasant Elementary School District is committed to engaging all educational partners (students, parents, teachers, staff, community) in the development of the Control Accountability Plan (LCAP). Multiple opportunities are provided for all partners to engage and provide feedback on an ongoing process to establish partnership and collaboration when creating the LCAP such as the MPESD District LCAP Committee, MPESD District English Learner Advisory Committee (DELAC), MPESD LCAP Thought Exchange, Middle School Students Leadership Team and All Middle School Students, other committees and consultation with SELPA.

The mid-year LCAP update to the board was recorded and broadcasted via Youtube with opportunities to provide public comment from all educational partners.

The complete LCAP document will be submitted to the Santa Clara County Office of Education after the MPESD board's first reading and public hearing on June 12, 2024, and second reading and adoption on June 26, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

Academic achievement through an equity lens is one of the primary objectives for developing this goal. As we are faced with the aftermath of the pandemic, we understand the importance of acceleration of student learning than ever before in all areas especially in reading and math. According to our Spring 2022 CAASPP data, SBAC test results for reading for at standard met or standard exceeded for ELA was 35.84% and 22.41% for Mathematics. In 2021-2022 CAASPP results indicated the district's English Language Arts is 42.4 points below standard. In Mathematics, the students in the district are 83.2 points below standard. Increasing academic achievement through an equity lens is consistent with the input received from parents, students and staff, and will impact all of our subgroups, specifically English learners, Homeless and Low Socio-economic Status, including our Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results for English Language Arts, Mathematics, and Science	Ida Jew Academy implemented CAASPP assessment for 2022-2023 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics.			The 2025-26 school year's desired outcome is to have at least 55% of the students meeting or exceeding standard in English Language Arts and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAST data for Science at standard met and standard exceeded was 19% for 5th and 8th graders.</p> <p>Subgroups "At or Above Grade Level" in ELA: English Learners - 12% Socioeconomically Disadvantaged - 25% Students with disabilities - 6% African American students- 28% Hispanic - 24% Asian - 60% Homeless Youth - 28%</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 10% Socioeconomically Disadvantaged - 18% Students with disabilities- 5% African American students - 13% Hispanic - 17% Asian - 51% Homeless Youth - 31%</p> <p>Subgroups "At or Above Grade Level" in Science: English Learners - 6%</p>			<p>no subgroup of students with a "Red" or "Orange" performance level. In Mathematics, the desired outcome is to have at least 45% of the students meeting or exceeding standard and no subgroup of students with a "Red" or "Orange" performance level.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 15% Students with disabilities - 8% African American students- No data available Hispanic - 14% Asian - 34% Homeless Youth - 17%				
1.2	iReady Reading and Math Data	Ida Jew Academy implemented iReady for 2023-2024 school year. For Reading 26% of students are on or above grade level. For Math 23% of students are on or above grade level.			The desired iReady outcome for 2025-2026 is to have at least 55% of the students to be on or above grade level in Reading and to have at least 45% of the students to be on or above grade level in Mathematics.	
1.3	Reclassification Rate	According to the CA DataQuest, in the 2022-2023 school year, 43% of total enrollment in the District were identified as English Learners, and 11.5% were reclassified as fluent English speakers.			Increase Reclassification Rate from 11.5% in 2022-2023 to 13% in 2025-26 school year.	
1.4	EL Progress on ELPAC	Ida Jew Academy implemented ELPAC testing for 2022-2023 school year.			The Goal for 2025-26 will be to have 50% of English Learners making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.</p> <p>The English Learner Reclassification rate for 2023-2024 school is 60 students (9%)</p>			<p>progress towards English language proficiency. Decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from 34.6% to 32.6%.</p> <p>Increase the number of English Learner Reclassification rate by 13%.</p>	
1.5	Percent of students' access to Electives in Middle School (Access Broad Course of Study)	<p>Data for access to electives for middle school students in 2023-2024 school year was 95%. 15% for SPED students, 35% for English Learners. Electives access offered: Leadership, Art, Dance, Band and Ethnic Studies-Researched Based Projects, and Advanced High School Math.</p> <p>Ida Jew Academy met standard based on the</p>			<p>Increase the percent of students with access to electives in middle school to 97%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Reflection tool. The district uses "master schedule" to monitor and ensure that the students have access to a broad course of study. Students in elementary and middle school have access and are enrolled in all core subject areas, including designated English Language Development for English Learners. Based on the schools' master schedules, 100% of the students have access to core subject areas including ELD.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ALAS	ATDLE/CABE	\$7,200.00	Yes
1.2	Intervention Support During the School Day	<p>Fund two paraprofessional educators, a total of 2.0 FTEs to provide support to Transitional and Kindergarten students participating in a full-day program, and eight positions will support unduplicated students to be successful in mainstream classrooms. Paraprofessionals will target their support with English Learners, Foster Youth, Homeless and Low-Income students; this support will facilitate these students being supported within their classroom setting and provide access to the core curriculum. Ida Jew Academy serviced total of 23 TK students in 2023-2024 school year: 41% were EL students, 0% foster youth, 13% homeless, 54% low-income, and 10% SPED students.</p> <p>High-dosage tutoring during school day can have high impact for learning acceleration especially after the pandemic where the K-8 grade students are struggling across the board with the academics. Ida Jew Academy will work with various community partners to provide the high-dosage tutoring for our various student populations including students with disabilities, immigrant, new comers, English Learners, foster youth, migrant, and free and reduced lunch.</p>	\$233,886.00	Yes
1.3	Extended Learning Support Beyond the Regular School Day	Expand the opportunities for Extended Learning (Before School, After School, and Extended Year) by continue to prioritize students who are Low income, English Learners, Foster Youth, and Homeless students who are at risk to have priority to enroll in the ASES After School Program (MPAS) and provide additional tutoring support in small groups to complete homework assignments and provide small-group intervention support.	\$535,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>For the 2023-24 school years the district provided extended learning services to about 607 students with ASES grant. Using ELOP funds, Sunrise Program that supported social emotional learning was offered and implemented during this school year from 7:00 AM - 8:30 AM at all sites. With ELOP funds we also offered after school tutoring in reading and math where we serviced 161 MPAS students between 17 teachers. The after school tutoring was offered to nearly 200 students. For the Summer Program, we will offer Math Elevate, CSI, Reading, and Newcomers Class followed by Robotics where over 680 students have been invited to attend. Students participating in our Summer Program will have free access to a 9 hour day, which includes Robotics after lunch until 4pm.</p>		
1.4	Building teacher and administrative efficacy	<p>Ida Jew Academy will work to build teacher and administrator capacity by providing training, coaching, planning support as well as teacher and administrators cohort to implement the board adopted curriculum. The participants will be able to address the needs of the English Learners as well as all learners as the teachers learn to plan to implement specific instructional practices and strategies such as the district adopted English Learner strategy, Language Dives, as part of the All Block English Language Arts Expeditionary Learning Curriculum implementation to enable English Learners to access the Common Core State Standards. In addition, comprehensive professional learning will be offered to the teachers, instructional paraprofessionals, and administrators to have the understanding of the principles behind the curriculum, explain the structure, and explore specific ways the curriculum meets all students' needs. Participants will be able to describe the structure, design and key features of the curriculum, identify specific ways the curriculum is designed to close the literacy achievement gap for all students, consider mind-set shifts for planning and implementing a high quality core curriculum, reflect on how the curriculum is connected with professional learning and will shape and deepen the art of teaching and impact classroom culture. The funds will be used to pay teachers negotiated hourly rates for working beyond the contracted hours.</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Restorative Justice Practices integration within school policies, procedures, and a continuum of behavioral support plan will be implemented districtwide.</p> <p>Ida Jew Academy will provide better understanding of districtwide offerings in Tier 1, Tier 2, and Tier 3 practices and will implement professional development to meet school site needs in implementation of RJP school wide. Ida Jew Academy will assist schools to integrate Restorative Justice practices within their behavior consults. Restorative justice seeks to examine the harmful impact of an action and then determines what can be done to repair that harm while holding the person who caused it accountable for his or her actions. Accountability for the offender means accepting responsibility and acting to repair the harm done. Results are measured by how much repair was done rather than by how much punishment was inflicted.</p>		
1.5	Supplemental Instructional Apps and Technology Support	<p>Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The application utilized will support student learning in the classroom as well as provide extended learning opportunities. The applications or programs that will be employed are being finalized; below are some possible examples of the software applications being considered:</p> <ul style="list-style-type: none"> • Nearpod • Newsela <p>* Learning A-Z</p> <p>* Texthelp Assistive Technology app for students with disabilities-</p> <p>Supplemental Instructional Apps and Technology Support</p> <ul style="list-style-type: none"> • digital tool for inclusive learning and working. Universal Design for Learning approach to teaching to minimize barriers and maximize outcomes for all learners. • Other applications will be piloted to meet the needs of certain grade levels or populations of students. <p>* Follett School Solution - library software for all school sites</p> <p>Using technology in a purposeful way to provide universal access and to differentiate instruction for our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will assist students to practice skills close to their instructional</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>level and assist teachers in providing targeted, small group and individualized support while still accessing instruction in grade-level content. Supplemental research-based reading and math intervention materials to support students who are not achieving below grade level.</p> <p>Teachers who are part of the Instructional Technology Leadership Committee (ITLC) will provide training, and resources to teachers to help them embed the technology resources to improve student access and increase student engagement in and outside the classroom. The ITLC will receive an annual stipend and participating teachers will get paid the negotiated rate for working beyond the contracted school day.</p>		
1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	<p>Maintain funding for one FTE for psychologist to administer assessments, conduct annual reviews, monitor the progress of targeted students, consult on student needs and make recommendations to ensure that identified students will be successful.</p> <p>This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly. It will also help these students receive appropriate placements and provide the proper resources and services to address their physical, emotional, and academic needs.</p>	\$122,392.00	Yes
1.7	Prepare Students for College and Career Readiness	<p>Maintain enrichment opportunities by: Paying for teaching staff to provide Music (Middle School and some Elementary grades), Art in Middle School, dance in middle school, contribution to AB sports, and paying Middle School teachers to teach elective classes during their preparation/planning period. Purchase supplemental instructional supplies to support enrichment opportunities; may include materials as well as contracted services for Art lessons, dance classes, or other enrichment opportunities.</p> <p>According to California Department of Education (CDE), having strong library program support with student engagement and academic achievement regardless of the school community's parent education and</p>	\$231,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>poverty levels, ethnicity, and percentage of English language learners. This is related to higher academic achievement. CDE states that a strong school library program includes having a full time librarian. The librarian will offer program of curriculum-integrated information literacy instruction, informally instruct the students in the use of resources, provide teachers with information about new resources, and provide reference assistance to students and teachers. This expenditure is not from LCAP.</p> <p>School sites allocation of Music & Instructional Materials Block Grant are being used based on the site needs assessments.</p> <p>Proposition 28 Arts and Music Grant (AMS) grant proposal is to hire two teachers on special assignment (TOSA) for Arts and Music to provide the students with enrichment classes as it is mandated that 80% of the grant to be used for personnel with 1% for non-personnel cost. This offering will also offer grade-like teacher collaboration times throughout the district.</p>		
1.8	Purchase and Implementation of i-Ready	<p>i-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan.</p>	\$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn.(State Priorities: 1, 2, and 3)	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p>
--

An explanation of why the LEA has developed this goal.

One of the greatest factors in achieving the District’s goals is quality of instruction. In order to provide quality instruction, it is critical that MPESD is able to recruit and retain high-quality teachers to serve the needs of our students. High-quality instruction, coupled with teachers that respect our students, value their assets, culture and community, believe in them, and have high expectations for our student population. Although the district is unable to compete with other higher paying districts in Santa Clara County, the district continues to use supplemental and concentration funds in an ongoing effort of recruiting and retaining high-quality teachers. It is extremely difficult to maintain improvement efforts in achievement, engagement or school climate, without retaining quality staff. Providing additional resources(technology, curriculum & materials, and training), engaging students, and meeting students' social-emotional needs in a safe climate will improve student achievement and outcomes for our most vulnerable students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Appropriately Assigned and Fully Credentialed Teachers and Access to the Standards-Aligned Instructional Materials	<p>One "misassignments" and zero "vacant teacher" positions for 2023-2024 school year.</p> <p>There was one William complaint that was found to be without grounds.</p>			Have zero “misassignments” and "vacant teacher positions and continue to have zero complaints for lack of instructional materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The district has sufficient materials under Williams and is in compliance.				
2.2	Data on Teacher retention	Zero teacher has resigned for 2023-2024 school year. Mount Pleasant Elementary has an average of 94 certificated employees and has hired 10 teachers during the 2023-2024.			Decrease the percentage of teachers who resign from our district to work in another district by two percentage points.	
2.3	Facilities in Good Repair	<p>2023-2024 school year WestEd California Healthy Kids Survey indicated that students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities:</p> <p>Students 76%</p> <p>Staff 69%</p> <p>Parents - not enough data collected (40 parents responded despite numerous efforts)</p> <p>100% of classroom and school buildings received safety equipment.</p>			<p>Increase or maintain the percentage of staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey.</p> <p>Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Implementation levels for the professional development, English Language Arts, Mathematics, ELD, History, and Science in the Local Indicator Self-Reflection Tool from CA Dashboard	Met standard: For the 2022-23 school year, using the Self-Reflection Tool from CA Dashboard, the District met standard. Under Professional development, the following had rating of 5 Full Implementation And Sustainability: English Language Arts – Common Core State Standards for English Language Arts Mathematics – Common Core State Standards for Mathematics English Language Development (Aligned to English Language Arts Standards) had a rating of 4, full implementation History - Social Science and Next Generation Science Standards had 3, initial implementation.			Meet Full Implementation And Sustainability level and/or level 5 of implementation for professional development, English Language Arts Mathematics, ELD, History, and Science in the Local Indicator Self-Reflection Tool from CA Dashboard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain and recruit qualified and experienced teachers	Ida Jew Academy continues to try and recruit qualified and experienced teachers, build teacher efficacy. It is challenging to recruit and maintain quality teachers when the cost of living in the Bay Area is extremely high, and neighboring districts offer higher compensations. Our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will benefit greatly by having experienced teachers to assist with closing the teaching and learning gap for these student subgroups.	\$4,840.00	No Yes
2.2	Support teachers new to the teaching profession.	Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the common core standards. While having trained credential teachers will help all students, our most vulnerable populations (English Learners, Foster	\$2,000.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Youth, Homeless, and Low Income) will benefit the most from having trained, qualified teachers during the school day.</p> <p>Teachers who can provide quality daily instruction that provides access to grade-level standards provide ongoing assessments to assess the impact of their teaching by asking for feedback from students and differentiating or changing their instructional practices to support student's academic growth.</p> <p>Intensive Reading Intervention will be provided for those students performing below grade level in Reading for grades K-3 by 1.0 Full Time Employee (FTE) Reading Intervention Teachers on Special Assignments.</p>		
2.3	Internet access and technology Devices	Continue to provide internet and technology devices to students (English Learners, Foster Youth, Homeless, and Low Income) that need access as technology devices.		Yes
2.4	Safe School Facilities	Continue to provide materials such as but not limited to clean ventilation and emergency preparedness supplies to provide a safe learning environment to students and staff in accordance with federal, state, and local Guidance/requirements.	\$0.00	
2.5	Access to Standard Based Curriculum	<p>The Ida Jew Academy in union with the district will continue to purchase supplemental materials to enhance the implementation of the curriculum to support our diverse student population using supplemental funds such as K-2 Phonics Curriculum and Professional development that goes with the curriculum. The district will also purchase and implement cursive curriculum for grades 3-6 per mandate by Assembly Bill 446.</p> <p>Although students have access to soft copies of the student's workbooks, the Ida Jew Academy will purchase hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technology device. English Learners, Foster Youth, Homeless, and Low Income will benefit from this action because</p>	\$21,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		they will have access to supplemental materials to enhance and ensure access to grade-level content.		
2.6	Classroom office Supplies	The school will utilize a budget in support of development for student academic success through enrichment opportunities and incentives	\$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the Data listed and the input received from parents during the advisory meetings and through the parent surveys, there is a continual need to improve student and parent engagement and provide a safe and supportive learning environment for all students. The WestEd Climate surveys (CHKS) administered to students, parents, and staff identified the following areas for growth/improvement for 2023-2024:

Providing opportunities for meaningful participation: parents 93% and students 44% (5th grade), 23% (7th grade). The percentage of students experiencing chronic sadness/hopelessness is at 33% or considered suicide in the last 12 months at 14%. Students reporting cyberbullying has gone up significantly to 36%. Bullying has been identified as an area for improvement with 42% of students stating that they have experienced any harassment or bullying. Another significant concern for parents was student motivation and student connectedness to school. 61% of students agree that they have high academic motivation.

Actions taken to address identified needs include: hiring additional mental health counselors, working with outside counseling agencies, providing staff development on mental health support, social-emotional learning, diversity, inclusion and belonging, and learning to facilitate class meetings and focus groups to provide more opportunities for meaningful student engagement, especially for Unduplicated students. Holding anti-bullying rallies and assemblies and offering Research Based Projects- Ethnic Studies in middle school as one of the electives. Also, campus supervisors and student advisors support students. Family Case managers will also be working with identified students' families to provide outreach support to connect them to additional services.

The areas for improvement are:

- Equal treatment, regardless of race, gender, primary language, education, or economic status
- Create a sense of belonging for all students, especially English learners, foster students, and Special education students.
- Equitable distribution of resources across all schools and students
- Improve communication and access for all students and families
- Fair and equitable treatment for all students when dealing with discipline issues and implement restorative justice along with PBIS
- Continue to listen and gather feedback from all stakeholders

While MPESD is working to increase the engagement of all parents, it is especially important that we increase the engagement of parents of English learners, the Homeless, and low socioeconomic status students. MPESD will continue to provide translations and trilingual translations for all communications and meetings. We will continue to leverage the family case managers to make individual and personal phone calls to foster youth and other high need families. Each school site will continue to call all the parents of English Learners to encourage them to join ELAC and other committees.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard - Suspension Data	<p>According to 2023 CA Dashboard, district suspension rate for all students was at 3.5% with Orange Performance color. The following subgroups were at Red performance color: African American students at 13.3% and white students at 7%. The following subgroups were at Orange performance color: English Learners at 4.3%, Hispanic students at 3.7%, Homeless students at 5.6%, Socioeconomically Disadvantaged students at 4.1%, and Students with Disabilities at 4.5%. Two or more races were at Yellow performance color at 3.6% while Asian</p>			Move from Orange to Yellow, with no subgroups in "Red"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students were at Green performance color at 0.9%.				
3.2	CA Dashboard - Chronic Absenteeism	<p>According to the 2023 CA Dashboard, the chronic absenteeism for the MPESD was at 30.9% as a district with Red performance color. The following subgroups were at red performance color: Asian at 21%, English Learners at 27.4%, Hispanic at 33.5%, Socioeconomically disadvantaged at 32.2%, Students with Disabilities at 38%, and White students at 25.6%. Two subgroups were at Orange performance color: Homeless students at 25.6% and Two or More Races at 40.7%.</p>			<p>Decrease Chronic absenteeism to 24%, state is at 24% for chronic absenteeism. Another desired outcome is to change the Chronic Absenteeism performance colors for the following subgroups who are at red performance color to orange or yellow performance colors: Asian, English Learners, Hispanic, Socioeconomically disadvantaged, Students with Disabilities, and White students. Change Orange Performance color to Yellow for the subgroups: Homeless and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races.	
3.3	CA Healthy Kids Survey	<p>West Ed Climate CA Healthy Kids Survey (CHKS) Data:</p> <p>The percentage of seventh grade students rating for meaningful participation in 2024 is at 23% compared to the 30% in 2023 for 7th graders. For 5th graders, it is at 44% for 2024 compared to 43% from 2022.</p> <p>The percentage of students who reported experiencing chronic sadness is 33% in 2024 compared to the 21% from 2023.</p> <p>Percentage of students who reported that the school promotes an anti-bullying climate for 2024 is 42% compared to 38% from 2023.</p> <p>For 2023-2024 school year, MPESD parents</p>			<p>Increase the percentage of students indicating they have opportunities for meaningful engagement from 44% to 50% for fifth grade and from 23% to 50% for 7th grade.</p> <p>Decrease the percentage of students indicating that they feel "chronic sadness/hopelessness from 33% to 20% or less.</p> <p>Increase the percentage of students reporting that the school promotes an anti-bullying climate from 42% to 50% or more.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>survey reported the following: 93% feel welcome at the school, 95% feel that the school encourages parents to be active partners with the school. Over 94% of parents believe that the school promotes academic success for all students. Parents responding indicated that the school keeps parents well informed, 90% and that the school promotes responds to phone calls at 85%. Parent involvement included 95% attending a parent-teacher conference 89% attending a general meeting and and 81% attended a school event. (Please note that this data reflects 40 parents)</p>				
3.4	Expulsions Rate	Ida Jew Academy expelled 0 student for 2023-2024 school year.			Maintain rate of 0% expulsions.	
3.5	Attendance Rate	Ida Jew Academy average daily attendance is 96%			Increase or maintain the average daily attendance rate,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the goal is to have 97% or better.	
3.6	Pupil Engagement: Middle School Dropout Rate	Ida Jew Academy Middle School Dropout rate is 9%			Middle School Dropout rate at 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Family Case Managers, one FTE, to help improve school climate, improve student attendance for targeted students and engage parents and students in subgroups to provide individual support based on "needs" assessments. Provide support and resources to our most vulnerable students to ensure they have the essentials such as school supplies, food, school	\$75,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>transportation, and other life essentials to enable students to engage in school and improve academic success and attendance.</p> <p>The Director of Student Services will continue to coordinate wrap-around services with partnering agencies (Alum Rock Counseling, Bill Wilson Center, Reilly Behavioral) and other community resources for students that are referred to SARB. The Director of Student Services will also monitor and support the implementation of the PBIS program and coordinate the work of the Family Case Managers. Quarterly meetings will take place to monitor the progress of our targeted high-risk students, and improvement or school success plans will be created for targeted students.</p> <p>Counselor, 1.0 FTE, position to provide individual and small group counseling to meet the social-emotional needs of our most vulnerable populations (English Learners, Homeless, Foster Youth, and Low Income).</p> <p>Assistance with transportation (i.e., bus tokens, car service, mileage, or school bus) to assist foster and homeless youth remain at school.</p> <p>Additionally, Mount Pleasant Elementary Ida Jew ALAS location will implement Community Schools for the next 5 year due to Community Schools grant which is not part of the LCAP expenditures. The tentative 5 year plan for services for these schools will include extra support personnel for students, community school coordinator, materials to support PBIS and SEL, family resource center, and contracted services to name a few.</p>		
3.2	Improve Student Engagement and Attendance	<p>Continue to fund the position of Student Advisor to coordinate Positive Behavior Interventions and Supports (PBIS)/ Restorative Justice with a focus on restorative discipline, student reflections, repairing harm, and goal setting at the middle school to help reduce suspensions and out of class discipline.</p> <p>Purchasing of new library books, services, and furnitures will support to enhance reading engagement, help with developing a school-wide reading</p>	\$91,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		culture, provide students with leadership opportunities, and promote the role of the library within the school site. The library needs to be relevant to encourage regular library visits from students.		
3.3	Improve School Climate	<p>Continue to fund one part-time Campus Supervisor to support a positive school climate and provide interventions for students.</p> <p>Continue to contract with Partners in School Innovation/East Side Alliance (ESA) to provide middle school teachers and site administrators with professional learning, collaboration, and leadership coaching. This will pay for the teacher extended duty for working outside of contractual hours.</p> <p>Mindful Life Project introduces mindfulness, self-awareness, self-regulation and noticing an immediate change behavior of the students by supporting the mental and emotional wellness of students, teachers, staff, leaders, and families through mindfulness programming. The goal is to create a foundation of well-being at the individual level that leads to a connected school culture and climate where everyone feel safe, welcomed, valued, and believed in. The program supports the students who have had significant trauma, who would often spend an hour or more each day dealing with conflicts, lack of attention, and emotional dysregulation. This fund is paid out of Elementary and Secondary School Emergency Relief (ESSER) and not MPESD LCAP.</p> <p>These works will continue to improve school climate by improving attendance, engagement, and student's academic achievement, especially for English Learners, Foster Youth, Homeless, and Low Income students who may be highly impacted by having an unsafe learning environment.</p>	\$129,703.00	
3.4	Parent Engagement	Provide Parent Academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources and opportunities to help meet the needs of their	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students. Training will be available in person and also virtual. Also provide hands-on support to help parents/guardians monitor their student's progress, monitor their student's safety in social media, Powerschool grades, how to use technology to communicate with teachers and other school staff, and seek resources at school and in the community to support the needs of their students.</p> <p>Parent Trainings offered during 2023-2024: K-2 Math Strategies K-2 Reading Strategies 3-5 Math Strategies K-2 Math Strategies College And Career Readiness: What you need to know in Middle School AVID Strategies Mindfulness Wellness in Education: attendance, stress, anxiety, hunger, and fatigue at school CalKids - Children's Savings Accounts Internet Safety Supporting Language Development and What to Watch For Attendance and your Student PowerSchool Parent App Troubleshooting iReady for Parents (English, Spanish, and Vietnamese) ParentSquare Tutorial And Troubleshooting STEAM Night by RAFT--parent and student hands-on engineering & design activities</p> <p>Provide training/workshops to parents/guardians to support and encourage their participation in different school and district advisory groups. Encourage and support parents/guardians to become educational partners with the schools and advocate for their student's needs. Parents from all school sites are represented in the district LCAP Committee where the parents of students with disabilities are also included, DELAC/ELAC, SSC, Coffee with the principals and Coffee with the Superintendents. At least three informational meetings will be provided to parents of</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>students who are English Learners to understand the reclassification criteria, understanding the ELPAC assessment results, and inform parents how the district supports students academically to have access to grade-level content. School sites will meet annually with parents of students who are at risk of becoming Long Term English Learners and students who have been identified as Long Term.</p> <p>Continue Early Literacy workshops for parents facilitated by the Reading Intervention teachers with the program. The program will meet quarterly with targeted families to review, explain and model the intervention supports that they are providing to their students. The Reading Intervention teachers will also facilitate the Latino Literacy Project Program to TK-5 parents/guardians for 10 weeks to support TK- 5 families with different ways to support children at home with literacy. The participants will receive books to keep at home to read with their children and also make family albums.</p> <p>Family Case Manager and Counselor will continue to provide workshops and events for parents on Social Emotional Learning, reinforcing positive behavior expectations, and cultural awareness.</p>		
3.5	Parent Engagement	<p>Improve parent access by improving communication across district platforms, social media, and translation services. Informing and supporting the parents and guardians via many different platforms and services increase student attendance.</p> <p>*Power School maintenance and support/licensing for parents to access grades, attendance, assignments, and communication.</p> <p>*Parent Square will be used to communicate with educational partners regarding attendance, complete surveys, and access to school and district calendar.</p> <p>*Blackboard - Parent mass notifications, parent application to get the latest news.</p> <p>*Contracted services, Voler, to provide consistent and ongoing communication (District website, social media, monthly District newsletters, public forums/Coffee with Superintendent), including meetings specifically for Spanish-speaking and Vietnamese-speaking parents.</p>	\$19,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> *Provide translation in multiple languages even if it is not legally required *Thought Exchange platform is used to gather feedback from parents and other educational partners. *Document Tracking LCAP transitions in Spanish and Vietnamese *Document Tracking (DTS) platform to generate district grants and mandated reports *Salaries for 1.0 FTE paraprofessionals to support parents of English Learners. 		
3.6	Parent Engagement	<p>Increase work year for Tech Support Staff to increase access to technology for our most vulnerable populations (English Learners, Foster Youth, and Low Income) families by providing one-on-one or small group IT support.</p> <p>Provide Bilingual Data Technician support to assists families by walking them through the process of downloading applications, logging in, accessing the internet, and assisting with the use of technology devices.</p>		Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$892,504	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.546%	0.000%	\$0.00	23.546%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: ALAS</p> <p>Need: Student Achievement</p> <p>Scope: LEA-wide Schoolwide</p>	ALAS students learn key skills that Support the Dual Language Model in support of the schools 90/10 model and commitment to DLI pilars	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Intervention Support During the School Day</p> <p>Need: Acceleration</p> <p>Scope: LEA-wide Schoolwide</p>	Supported in all service	CAASPP
1.3	<p>Action: Extended Learning Support Beyond the Regular School Day</p> <p>Need: To accelerate Reading and math skills for students who are performing below grade level in reading</p> <p>Scope: LEA-wide Schoolwide</p>	Before and after-school support can help cultivate a positive and enthusiastic attitude about school and learning in general for the students especially for the English Learners. The students will receive additional reading, math, VAPA, sports, and social emotional skills. Extended Learning Support beyond the regular day encourages school attendance and helps to foster a positive appreciation of the skills learned while having fun.	Reclassification Rate on DataQuest
1.4	<p>Action: Building teacher and administrative efficacy</p> <p>Need: To accelerate student learning and improve student outcome</p> <p>Scope:</p>	Teachers will be able to address the needs of the English Learners as well as all learners as the teachers learn to plan to implement impactful and high-leverage instructional practices and strategies. Administrators will be aware of the instructional practices to improve student outcomes.	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.5	<p>Action: Supplemental Instructional Apps and Technology Support</p> <p>Need: Student achievement and student engagement</p> <p>Scope: LEA-wide Schoolwide</p>	Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The application utilized will support student learning in the classroom as well as provide extended learning opportunities.	CAASPP
1.6	<p>Action: Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
1.7	<p>Action: Prepare Students for College and Career Readiness</p>	Maintain enrichment opportunities for student achievement and engagement	Increase the percent of students with access to electives

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Student Achievement and Student Engagement</p> <p>Scope: LEA-wide Schoolwide</p>		
1.8	<p>Action: Purchase and Implementation of i-Ready</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
2.1	<p>Action: Maintain and recruit qualified and experienced teachers</p> <p>Need: To deliver high quality instruction to students</p> <p>Scope: LEA-wide Schoolwide</p>	<p>To build teacher efficacy. Our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will benefit greatly by having experienced teachers to assist with closing the teaching and learning gap for these student subgroups.</p>	<p>Have zero “misassignments” and “vacant teacher positions and continue to have zero complaints for lack of instructional materials.</p>
2.3	<p>Action: Internet access and</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>technology Devices</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
2.5	<p>Action: Access to Standard Based Curriculum</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
3.1	<p>Action: Provide Support to Families of Most Vulnerable Student Subgroups</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
3.2	<p>Action:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Improve Student Engagement and Attendance</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
3.4	<p>Action: Parent Engagement</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
3.5	<p>Action: Parent Engagement</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
3.6	<p>Action: Parent Engagement</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.1</p>	<p>Action: ALAS</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>1.2</p>	<p>Action: Intervention Support During the School Day</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Extended Learning Support Beyond the Regular School Day</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.4	<p>Action: Building teacher and administrative efficacy</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.5	<p>Action: Supplemental Instructional Apps and Technology Support</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.6	<p>Action: Additional Staff to Monitor Progress and</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Services for Our Most Vulnerable Student Populations</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.7	<p>Action: Prepare Students for College and Career Readiness</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.8	<p>Action: Purchase and Implementation of i-Ready</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.1	<p>Action: Maintain and recruit qualified and</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>experienced teachers</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.3	<p>Action: Internet access and technology Devices</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.5	<p>Action: Access to Standard Based Curriculum</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.1	<p>Action: Provide Support to Families of Most Vulnerable Student Subgroups</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: Improve Student Engagement and Attendance</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Parent Engagement</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.5	<p>Action: Parent Engagement</p> <p>Need:</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.6	<p>Action: Parent Engagement</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Additional Concentration Grant Funding

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

none

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,790,487	892,504	23.546%	0.000%	23.546%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$892,504.00	\$597,000.00	\$10,000.00	\$2,000.00	\$1,501,504.00	\$1,356,744.00	\$144,760.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ALAS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Academy IJA TK-8	2024-2025	\$0.00	\$7,200.00	\$7,200.00				\$7,200.00	
1	1.2	Intervention Support During the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew Academy TK-8TK-8	2024-2025	\$228,886.00	\$5,000.00	\$233,886.00				\$233,886.00	
1	1.3	Extended Learning Support Beyond the Regular School Day	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew Academy TK - 8	2024-2025	\$527,000.00	\$8,000.00		\$527,000.00	\$8,000.00		\$535,000.00	
1	1.4	Building teacher and administrative efficacy	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					to Unduplicated Student Group(s)		Academy TK-8									
1	1.5	Supplemental Instructional Apps and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-2025	\$122,392.00	\$0.00	\$122,392.00				\$122,392.00	
1	1.7	Prepare Students for College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-2025	\$231,232.00	\$0.00	\$231,232.00				\$231,232.00	
1	1.8	Purchase and Implementation of i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	Maintain and recruit qualified and	All	No	LEA-wide				\$4,840.00	\$0.00	\$4,840.00				\$4,840.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		experienced teachers		Yes	School wide Limited to Unduplicated Student Group(s)											
2	2.2	Support teachers new to the teaching profession.							\$0.00	\$2,000.00		\$0.00		\$2,000.00	\$2,000.00	
2	2.3	Internet access and technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income										
2	2.4	Safe School Facilities							\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Access to Standard Based Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$0.00	\$21,600.00	\$1,600.00	\$20,000.00			\$21,600.00	
2	2.6	Classroom office Supplies							\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$75,910.00	\$0.00	\$75,910.00				\$75,910.00	
3	3.2	Improve Student Engagement and Attendance	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth			\$91,281.00	\$0.00	\$91,281.00				\$91,281.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		wide Limited to Unduplicated Student Group(s)	Low Income										
3	3.3	Improve School Climate							\$69,703.00	\$60,000.00	\$79,703.00	\$50,000.00			\$129,703.00	
3	3.4	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$0.00	\$2,000.00	\$0.00		\$2,000.00		\$2,000.00	
3	3.5	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$4,000.00	\$15,960.00	\$19,960.00				\$19,960.00	
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income										

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
3,790,487	892,504	23.546%	0.000%	23.546%	\$802,801.00	0.000%	21.179 %	Total:	\$802,801.00
								LEA-wide Total:	\$802,801.00
								Limited Total:	\$802,801.00
								Schoolwide Total:	\$802,801.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ALAS	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Academy IJA TK-8	\$7,200.00	
1	1.2	Intervention Support During the School Day	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew Academy TK-8	\$233,886.00	
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew Academy TK - 8		
1	1.4	Building teacher and administrative efficacy	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Ida Jew Academy TK-8	\$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Supplemental Instructional Apps and Technology Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$1,500.00	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$122,392.00	
1	1.7	Prepare Students for College and Career Readiness	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$231,232.00	
1	1.8	Purchase and Implementation of i-Ready	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$10,000.00	
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)			\$4,840.00	
2	2.3	Internet access and technology Devices	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
2	2.5	Access to Standard Based Curriculum	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$1,600.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$75,910.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Improve Student Engagement and Attendance	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$91,281.00	
3	3.4	Parent Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$0.00	
3	3.5	Parent Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$19,960.00	
3	3.6	Parent Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$891,339.00	\$1,042,934.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	AVID Implementation	Yes	14,000	4,013
1	1.2	Intervention Support During the School Day	Yes	139,393	157,001
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes	0	4,373
1	1.4	Building teacher and administrative efficacy	Yes	5,000	5,171
1	1.5	Supplemental Instructional Curriculum and supplies	Yes	62,100	3,493
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	87,923	194,874
1	1.7	Prepare Students for College and Career Readiness	Yes	181,434	216,379
1	1.8	Purchase and Implementation of i-Ready	Yes	0	0
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	91,086	91,086
2	2.2	Support teachers new to the teaching profession.	Yes	51,263	8,000
2	2.3	Internet access and technology Devices	Yes	3,836	1,725

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Safe School Facilities	Yes	12,000	0
2	2.5	Access to Standard Based Curriculum	Yes	104,850	10,376
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	38,000	38,143
3	3.2	Improve Student Engagement and Attendance	Yes	0	83,479
3	3.3	Improve School Climate	Yes	62,156	171,928
3	3.4	Parent Engagement	Yes	1,300	\$9,361
3	3.5	Parent Engagement	Yes	16,460	43,532
3	3.6	Parent Engagement	Yes	20,538	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
821,240	\$4,220,589.00	\$3,994,412.00	\$226,177.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID Implementation	Yes	\$60,000.00	31,988	0	
1	1.2	Intervention Support During the School Day	Yes	\$417,483.00	374,331	0	
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes	\$25,000.00	57,570	0	
1	1.4	Building teacher and administrative efficacy	Yes	\$21,500.00	3,700	0	
1	1.5	Supplemental Instructional Curriculum and supplies	Yes	\$99,964.00	113,151	0	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	\$214,746.00	163,013	0	
1	1.7	Prepare Students for College and Career Readiness	Yes	\$441,527.00	427,162	0	
1	1.8	Purchase and Implementation of i-Ready	Yes	\$75,000.00	77,324	0	
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	\$1,745,184.00	1,745,184	0	
2	2.2	Support teachers new to the teaching profession.	Yes	\$65,997.00	73,045	0	
2	2.3	Internet access and technology Devices	Yes	\$20,000.00	0	0	
2	2.4	Safe School Facilities	Yes	\$20,000.00	0	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Access to Standard Based Curriculum	Yes	\$199,813.00	44,384	0	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	\$256,775.00	280,370	0	
3	3.2	Improve Student Engagement and Attendance	Yes	\$85,628.00	132,169	0	
3	3.3	Improve School Climate	Yes	\$93,912.00	68,800	0	
3	3.4	Parent Engagement	Yes	\$3,000.00	1,353	0	
3	3.5	Parent Engagement	Yes	\$262,848.00	282,691	0	
3	3.6	Parent Engagement	Yes	\$112,212.00	118,177	0	

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)
821,240	821,240	0	100.000%	\$3,994,412.00	0.000%	486.388%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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).

California Department of Education
November 2023