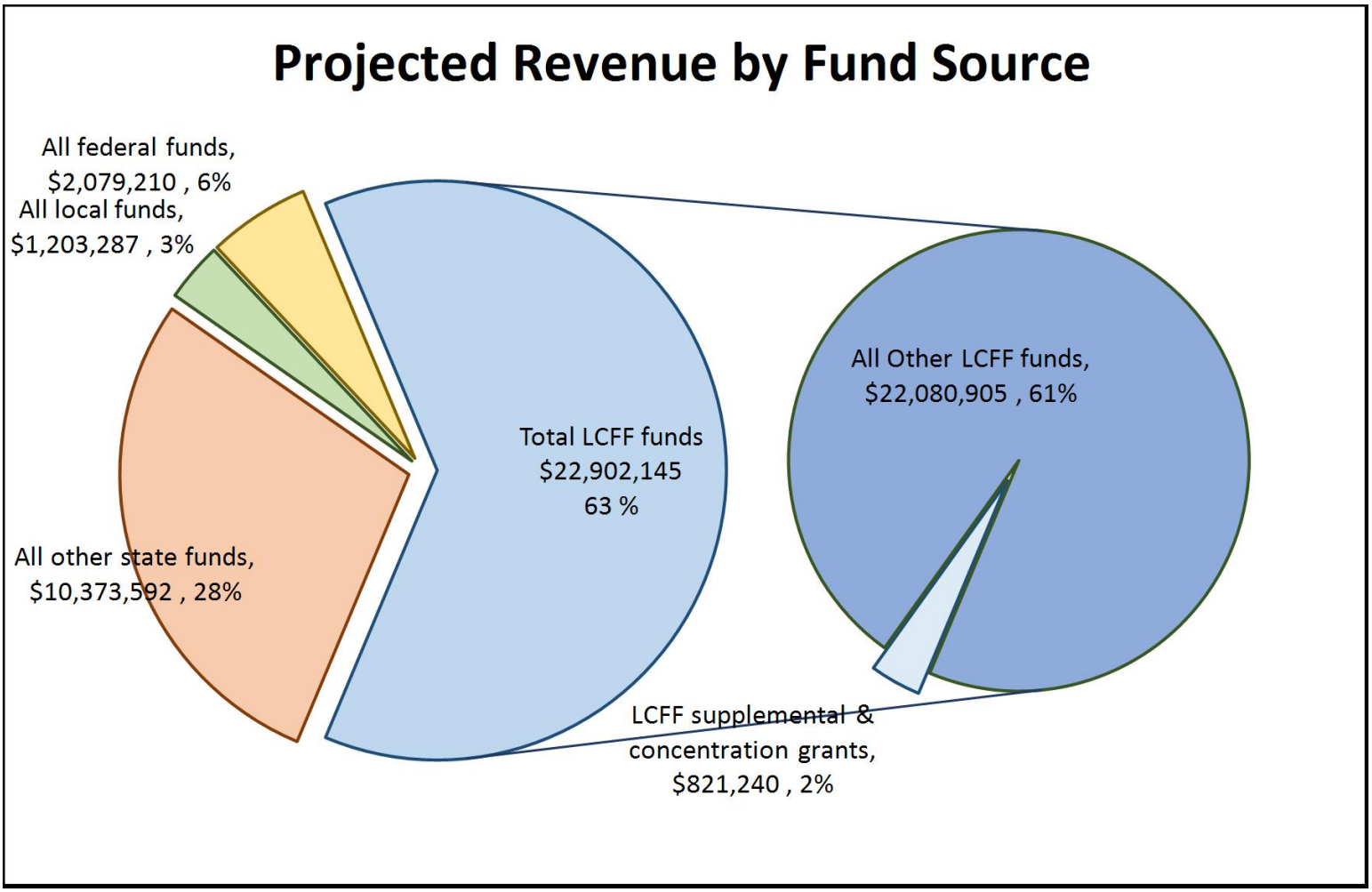
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ida Jew Academy
CDS Code: 43696176048045
School Year: 2023-24
LEA contact information:
Gilbert Rodriguez
Principal

408-223-3750

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 2023-24 School Year

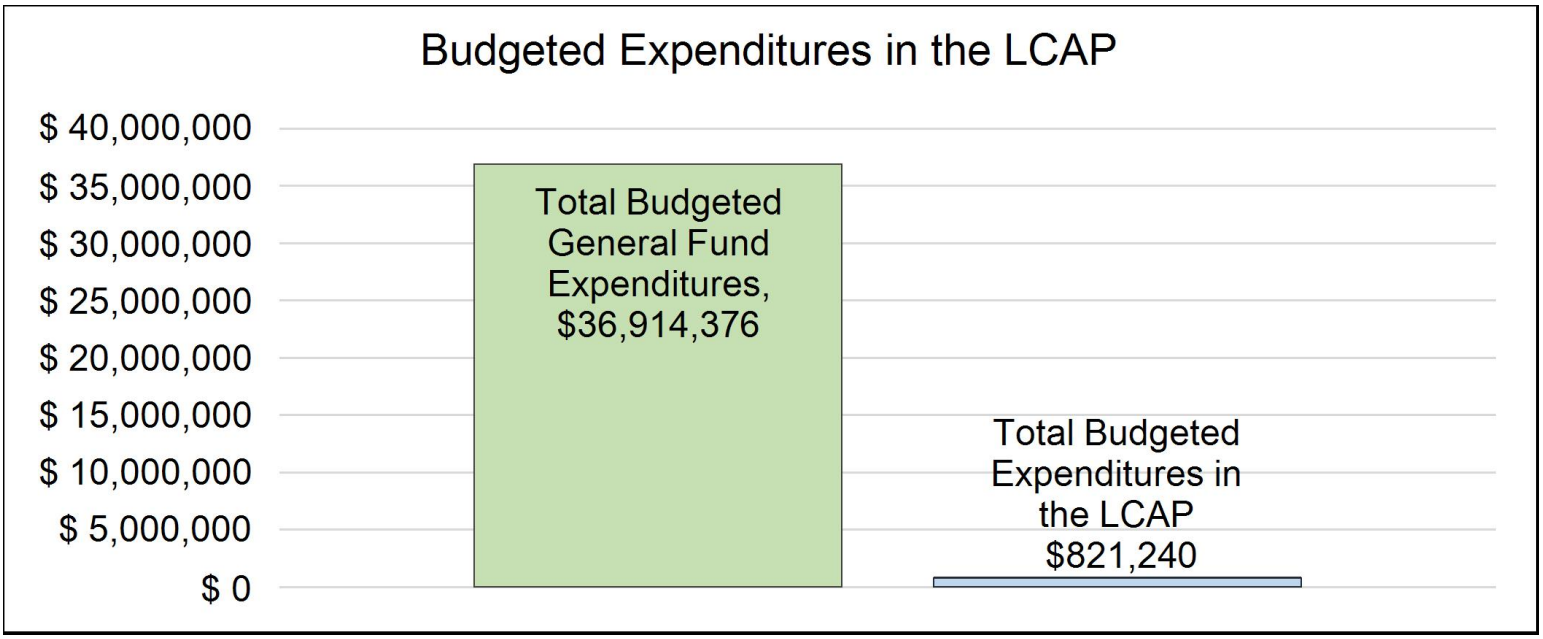


This chart shows the total general purpose revenue Ida Jew Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ida Jew Academy is $36,558,234, of which $22,902,145 is Local Control Funding Formula (LCFF), $10,373,592 is other state funds, $1,203,287 is local funds, and $2,079,210 is federal funds. Of the $22,902,145 in LCFF Funds, $821,240 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 2023-24. 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 $36,914,376 for the 2023-24 school year. Of that amount, $821,240 is tied to actions/services in the LCAP and $36,093,136 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

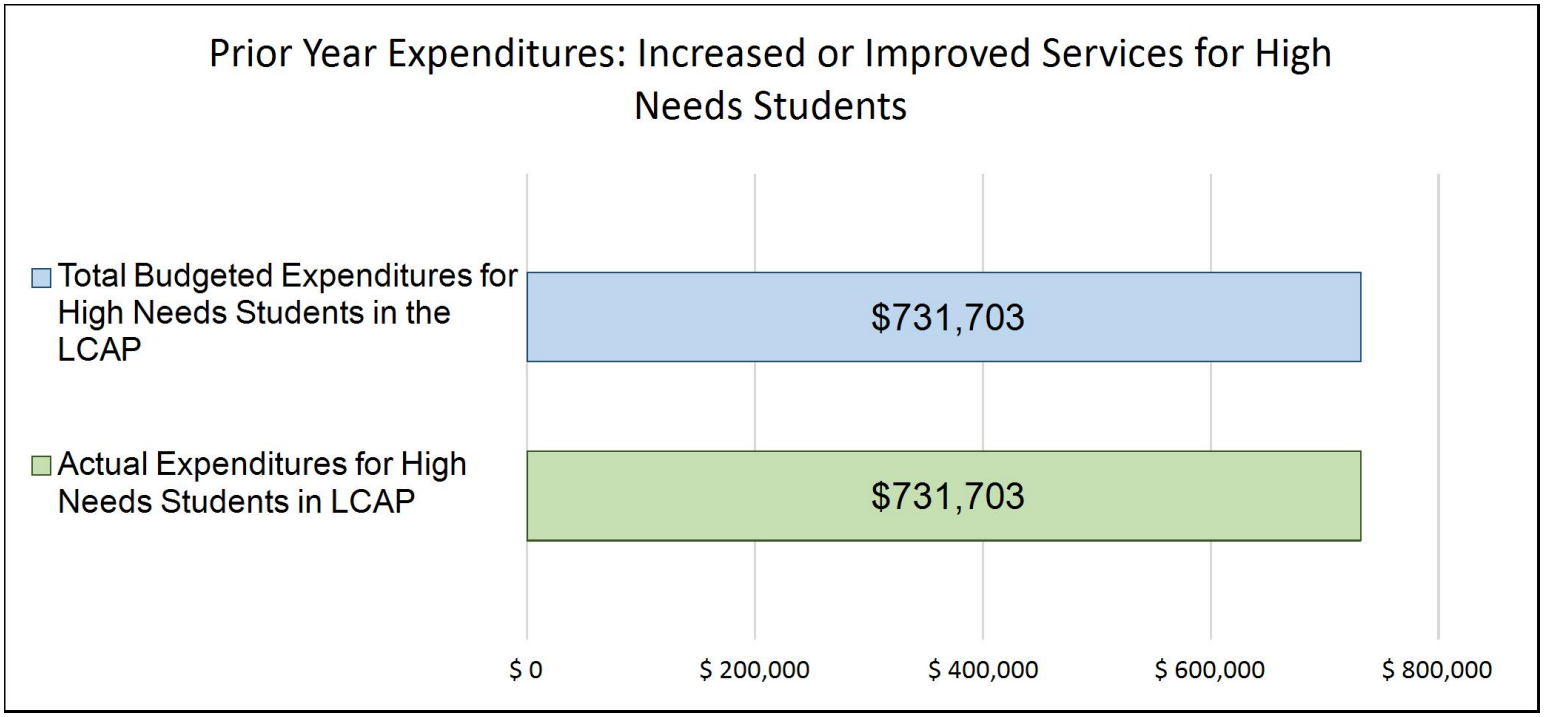
SELPA General Fund $2,749,660
Lottery Fund $254,395
Parcel Tax $363,105
Categorical Funds $6,109,618
Special Ed Funds $5,107,536
Ida Jew General Fund $3,769,487
District LCAP $4,220,589
District General Fund $13,448,647

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Ida Jew Academy is projecting it will receive $821,240 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 $821,240 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 2022-23



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 2022-23, Ida Jew Academy's LCAP budgeted $731,703 for planned actions to increase or improve services for high needs students. Ida Jew Academy actually spent $731,703 for actions to increase or improve services for high needs students in 2022-23.

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 408-223-3750

Plan Summary [2023-24]

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 school of the Mount Pleasant Elementary School District (MPESD), serving a diverse student population. Ida Jew Academy provides a comprehensive educational program in union with MPESD. Our TK-8 offers a Two-Way Dual Language Immersion program and a STEAM strand with a VAPA offering integrated throughout the school. Grade 6-8 grades are provided the opportunity to participate in specialty course offerings in both STEAM focus or Academic Language Acquisition in Spanish (ALAS). Besides providing choice to parents and students by having different areas of focus with unique program emphasis, Ida Jew Academy also offers additional services such as preschool services and extended learning via MPESD supports and communicates the additional services available such as preschool services and extended learning via MPESD ELOP (Extended Learning Opportunity Program) combined with the District's After School Program (MPAS) and partnerships with outside agencies. In collaboration with MPESD Ida Jew Academy provides enrichment opportunities before school, after school and during the summer, such as SEL (Social Emotional Learning), theater, Reading and Math tutoring and sports programs.
The District and Ida Jew Academy continues to experience a decline in student enrollment. In the 2020-21 school year, the district enrollment was 1,926, and in 2021-22, 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:

- Vale Vista Elementary will be housed at the same location as da Jew Academy/STEAM (1966 Flint Ave.)
- The two instructional programs that compose the Ida Jew Academy will be separated:

The STEAM program and the 6-8 ALAS Dual Immersion Program will remain at is current location and grades TK-5 ALAS dual immersion program will be housed at Mt. Pleasant Elementary (14275 Candler Ave.)

The MPESD enrollment for 2022-2023 is currently at 1,674 in MPESD a decrease of 2% from last school year. The district continues to experience declining enrollment every year.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Academic Achievement:
Based on 2022 CA Dashboard, Asian students had high status in ELA and medium status in math. The reclassified English Learners had 3.9 points above standard in ELA. The MPESD English Learner Progress Indicator showed that English Learner Progress is at medium status with over 53% of our EL students making progress towards English Language proficiency. August Boeger Middle School has very high status for English Learners making progress towards proficiency at 73%.
In addition, according to the CDE ELPAC website, our district has made greater gains in English Language Proficiency in Summative ELPAC for 2021-22 with 18% overall performance level four compared to that of the state at 16%. The more years the students stay in the district, the greater gains they make in ELA each year.

MPESD has implemented iReady as a local assessment for Reading and Math and to provide personalized instruction to students starting this year. We have had first two diagnostic assessments and all schools are showing improvement in reading and math with all subgroups including SpEd, migrant, and hispanic students. MPESD has made 14% increase overall on the third diagnostic assessment in Reading and 14% increase in Math with students who are performing on or above grade level. The median percent progress towards Typical Growth for the district is 91% in reading and 67% in math. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

MPESD chronic absenteeism status percentage and the suspension rate was lower than that of the state.
The rate of chronic absenteeism status in the state is 30% compared to MPESD at 24.1%.
The rate of suspensions in the State is 3.1% compared to MPESD is at 2.6%.The overall performance level for suspension rates for the District is at medium status, the suspension rate decreased by 3.1% from the previous year, decreasing from 5.7% to 2.6%. The homeless and white students had "very low" suspension rate status followed by asian students at "low "suspension rate status. Mount Pleasant

Elementary, Robert Sanders Elementary, Valle Vista Elementary, and Ida Jew Academies had very low suspension status for all students. August Boeger Middle School had a significant decrease (-6.9%) of suspensions, decreasing from 13.9% to 7% with no subgroups in "very high" or "high" subgroups.

The CA Dashboard did not display the data for change from the previous year for 2022-2023 academic year due to the COVID 19 Pandemic and allowing of the local assessments being used in the Spring of 2021 by the state to monitor student progress and make instructional decisions to better support students and teachers who taught and learned mostly in a virtual environment since March of 2020.

The District met Standard on all local indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basic Teachers Instructional Materials/Facilities, Parent and Family Engagement, and Local Climate Survey.

Parent Engagement:
The MPESD actively supports parent participation and parent engagement in meeting the needs of our learning community. This year in response to supporting our families better, we surveyed the parents to tailor the Parent Engagement to our parents' needs for support and social interaction. In the partnership with our parents and community, we have provided the following to best support and collaborate with our families. The MPESD endeavored to provide a consistent line of communication that included community resources, safety & wellness needs, and access to programs and services. A great deal of our work this year also involved parent outreach and support, as most of our parent engagement took place in-person at our school sites and as district events.

Each school continued throughout the year to consistently maintain contact with their parent communities through the use of the website/social media, one-to-one phone calls, communication blasts, and in-person access to individuals at the school sites. The school and district also provided opportunities to interact with the site and district that included Coffee with the Principal, School Site Council, Parents Teachers Association, Superintendent's Forum, DELAC/ELAC and In-Person Parent Academic Fairs. The schools also welcomed back the families and community members with in-person Open House events. Furthermore, MPESD provided in-person resources for the school community such as food bank access, COVID-19 testing, and resources available within Santa Clara County.

This year in support of our partnership with parents we also developed a series of 4 in-person Parent Academic Fairs where we supported our parents with strategies and resources to better support their children in reading, writing, math, mindfulness, art, and social emotional learning. Classes to better support the families who are new to the country were also offered at the Parent Academic Fairs in Spanish, Vietnamese and English. We also partnered with EEI (Eastside Education Initiative) to provide PIQE classes for the identified Spanish speaking parents, Financial literacy class, Digital literacy class, and College and Career Readiness Class, A-G high school requirement class as well as School 2 Home events where free wifi technology was distributed. These district wide outreach included community development and connection opportunities that supported the entire family unit to help build upon our community's strengths.

Furthermore, MPESD provided workshops related to parenting support and mental health with collaboration with Prevention and Early Intervention (PEI) and community based organization such as Mr. Tayo Enna's Antiracist workshops.
The topics covered were: Identifying Anxiety & Depression, Building Good Habits/Routines,Inclusive and Accepting Family (4 Part Virtual Series) to help build awareness of being anti-racist in our community.

School Climate
School climate data collected for 7th grade students indicate growth was made this year in several areas. Students in 7th grade, reported higher percentages in the following areas: 71% empathy, 74% gratitude, 74% self-efficacy, and Co-vitality (Summative item; belief in self, others, empathy, engaged in living) at 67%. Results indicate a 3% increase in the percentage of students who have caring relationships with a teacher or other adult at school. Academic motivation and promotion of parental involvement stayed at the same percentage this year, 53%. Student social and emotional well-being improved this school year. Students in 7th grade reported a significant decrease in the percentage of students who had considered suicide In the past 12 months, 4% down from 15% and a significant reduction in the percentage of students
reported experiencing chronic sadness 21% in 2023 compared to 35% in 2022.

Overall, 60% of 7th graders, down from 81% in 2022, responded that school is an “inviting and supportive place to learn”. 7th graders reported a significant decrease in racial tension or conflict, 13% down from 21%, and only 15% of parents identified racial or ethnic conflict as a somewhat or large problem. Relatively the same percentage of students reported that the school promotes an anti bullying climate 38% compared to 39%, while 35% of students indicated that they had experienced some form of harassment or bullying this school year.
The 2023 staff responses on the climate survey showed levels in Supporting and Inviting Place to Work, School Promotes Staff Trust and Collegiality and Staff Participation in Decision Making more similar to pre-distance-learning conditions around 90% each.
The students in 5th grade, had high percentages in the following areas in the survey: 86% for empathy and gratitude, 78% in peer supports, and Co-vitality (Summative item; belief in self, others, empathy, engaged in living) (KI) at 77%. These percentages were better than the data from 2019 and 2021. The students in 7th grade showed 72% for empathy, 70% for peer supports, and 72% in growth mindset.

Parents responding to the survey reported that 85% feel welcome at the school, and 86% feel that the school encourages parents to be active partners with the school. Over 90% of parents believe that the school promotes academic success for all students. Parents responding indicated that the school keeps parents well informed, 86% and that the school promptly responds to phone calls 86%. Parent involvement included 93% attending a parent-teacher conference, 75% attended a general meeting and 58% attended a school event.

MPESD continues to make our schools more inclusive space for students and be an engine for equity. We want to continue to create as safe space and provide positive support to have the students be the best they can be by valuing and celebrating who they are, foster students' confidence and social emotional competence by validating their identity and helping them to articulate their unique contribution to the community. We also want to empower students and staff to embrace who they are and be leaders of their own learning by developing and building upon their self-efficacy, sense of belonging, and academic success so that all members are empowered to contribute, advocate, and build a more just and equitable community where everyone is valued. EL Crew district wide implementation began in 2021-2022 school year as we began our work with EL Education consultant. We started the Teacher Cohort in the fall of 2022, and August Boeger Middle School started piloting the EL Education Crew Curriculum for 2022-2023 school year. Crew is both a structure and a culture where we focus on building relationships where students connect with their peers and their teachers, Crew Leaders. It also focuses on academic progress monitoring, character development, and establishes respect, responsibility, courage, kindness, empathy, collaboration, perseverance, and community. All MPESD students, TK-8, take the EL Crew Surveys twice a year in the fall and in the spring to measure the implementation. According to the Spring 2023 Crew Student data, 62% of 3rd-8th grade students noted that they can be honest about their thoughts and

opinions at school, 67% of the students stated that they felt included by their teachers, 42% of the students thought that Crew helped them practice and/or reflect on their habits of character, and 41% of the students responded that Crew helped them to reflect on their academic progress and figure out where they can do better. According to the Spring 2023 Crew Student data, 57% of K-2 grade students feel safesharing their ideas and 67% stated that they are proud of their growth this year.

MPESD offered many professional developments to our teachers and staff this past school year such as iReady (Getting Good Data, Using Data to Plan for Instruction, and Tailored Support),
Benchmark Advance ELD/Charting ELD Standards - K-2, Language Dives PD - 3rd-8th, SCCOE ran ELD and ELPAC Workshop Part 1 and (dORR levels/CAASPP reports), Early Literacy/Best, Practices/Dyslexia/Science of Reading, Conscious Classroom Management (procedures, relationships, consequences, & de-escalations), Crew (Modeling, Participating, Planning), and Grade level and school site collaborations.

MPESD received planning grant for Community Schools and we have a committee of teachers, parent, counselors, psychologists, coordinator, and directors who are working with a coordinator from Santa Clara County Office of Education for planning process. We will be applying for the implementation grant next year. Community School is a community partnerships that support improved academic outcomes, whole-child engagement, and family development. We are focusing at August Boeger site to start and add Mount Pleasant Elementary/IJA ALAS and Robert Sanders sites eventually. Community school is an Integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. We have begun to do empathy interviews to receive feedback on what our students, parents, teachers, and staff would like to see as part of this process.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Achievement:
Based on the 2022 CA School Dashboard, the District's overall performance indicator for English Language Arts and Mathematics were at low status. In ELA, the homeless students and the students with disabilities were at "very low" status. The English Learners, Hispanic students, and socioeconomically disadvantaged students were at "low" status. In Mathematics, English Learners, Hispanic students, homeless students, socioeconomically disadvantaged students, and students with disabilities were at "very low" status. MPESD has total of 254 TK-8 students with disabilities, 75% of our SPED students are socioeconomically disadvantaged and 48% are English Learners.

Addressing the Academic Needs: The MPESD is planning to do the following to address low performance and Learning Loss due to the pandemic:

- Hire two teachers on Special Assignment to provide small group intervention support during the school day in reading for Kindergarten to Third-grade students.
- Use adopted technology to help differentiate instructional support and provide access for students
- Increase the opportunities for extending the school year and extended day learning for students who need the most support,

especially our most vulnerable student populations like Homeless, Foster Youth, English learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

- Learning Loss Opportunity Funds
- Paraprofessional
- Homeless students
- Purchase and implement an intensive intervention curriculum to address phonological awareness, phonics, and other early literacy skills for students with significant gaps in these foundational reading skills.
- Purchase supplemental internet-based applications that were determined to engage and enhance student learning.
- Provide devices and internet access for students to use at home; not all students in our community have access to a technology device or internet connectivity. Continue to work with School 2 Home for IJAVV and AB to provide internet access to our families in need.
- Hired ELOP Administrator to coordinate extended learning support for before school, after school, and summer programs for students especially the unduplicated students (homeless, free and reduced lunch, and English Learners) who will also work closely with MPAS program coordinator for after school programs.
- Partner up with Reading Partners for 1:1 individualized reading support at all elementary school sites.
- Use Arts and Music Block Grant to offer enrichment opportunities to the students
- Continue to implement iReady for personalized and differentiated instruction.
- Continue to work with EL Consultants for Language Dives Cohort and Crew district wide implementation
- Continue to offer Sunrise Club and After School Tutoring in Reading and Mathematics
- Continue to offer extra reading support during school hours
- Continue to offer reading, writing, mathematics, and enrichment opportunities during the Summer Programs

For summer 2023, Summer Program, we are offering 9 hour days to our MPESD students. All students that are invited for Summer programming have the option to arrive as early as 7:00am and stay until 4:00pm in our Extended Care program at no cost to MPESD families. We will be offering literacy instruction for grades K-6 for English and ALAS bilingual students, mathematics and Computer Science (CSI) classes to 3rd-8th graders, and New Comer classes K-8th grade students for extra academic and enrichment support. MPESD will also offer SPED and Summer Camp for K-8 grade students. We have offered Summer Program to over 665 students.

School Climate
The following were identified as areas that are of “somewhat” or a “large concern” by students, staff and parents, harassment, or bullying, including cyberbullying (35%, 33% and 33% respectively, and student behavior. Ratings in shared decision-making for staff and parents decreased, 85% and 79%, while student ratings for meaningful participation remained relatively the same at 30% compared to 29%. Students, staff, and parents rated school facilities in good repair, 31%, 91%, 79%, respectively. Parents responded favorably, 87% percent, that students are feeling hopeful about the future.
The District was not able to collect California Healthy Kids Survey data on 5th grade students, however, internal survey data indicated improvements in student relationships and belonging for elementary students. The district will resume collecting survey data in 2023-24.

Suspensions: According to the 2022 CA Dashboard data, the overall district performance level for suspension rates indicated "high" status

for African Americans at 3.2%, English Learners at 3.1%, Two or More Races at 5.7% (53 total students), and Students with Disabilities at 3.8%. No groups were in "very high" status. At August Boeger Middle School, English Learners had 8% and Hispanic students had 7.2% suspension rates. MPESD is lower in suspension rate than that of the state. We will continue to implement positive behavior interventions & supports (PBIS) and EL Crew to prevent and find positive interventions to reduce suspensions at all school sites.

Attendance: Chronic absenteeism is defined as being absent 10% or more during the student's enrollment period. Data from the 2022 CA Dashboard indicated that MPESD has "very high" status with 21.1% but is lower than that of the state of 30%. Subgroups with "very high" status of chronic absenteeism were English Learners (22.5%), Hispanic (27%), homeless (33.3%), two or more races (41.3%), socioeconomically disadvantaged (26.5%), and students with disabilities (33.5%).
Improving student attendance continues to be an area for improvement.
To increase student attendance and engagement, MPESD will:

- Partner with City Year to provide mentoring and academic support to High-risk students at the middle school.
- The Family Case Managers will monitor attendance and work with families and students to identify resources to help improve attendance in school.
- Student Advisors at the Middle School will monitor student progress (academic, attendance, and discipline) and work with students to set improvement goals, supporting students in building student agency.
- Implement CREW in all schools and grades; CREW is a framework from EL Education to help students build a strong sense of belonging, increase student agency, and empower students to be self-advocates and community service.
- Re-train school administration and school staff on Positive Behavior Interventions and Supports (PBIS) and assess and increase prevention and interventions available to meet the needs of identified students
- Assess the implementation of Positive Behavior Interventions and Supports(PBIS) at each school at the beginning and end of the year to determine areas for growth.
- Utilize School Counselors and Psychologists to work with disengaged students and/or those experiencing behavioral health needs, including depression or feelings of hopelessness.

This year, MPESD has been working closely with Santa Clara County Office of Education as one of many districts in the county for Differentiated Assistance for SPED and Homeless academics and chronic absenteeism improvement. MPESD has a DA team consisting of Family Case Managers, Principals, ELOP Coordinator, and district directors who work closely with SCCOE DA coordinator and team to improve the academics and absenteeism for SPED students by investigating the problem, charting and improving the project, and learning through the improvement cycle (PDSA). The team studied SPED academic and absenteeism data and conducted empathy interviews to plan the theory of action this year and plans to conduct PDSA during the 2023-2024 school year.

Under the federal Every Student Succeed Act (ESSA), the state has determined that MPESD is eligible for Additional Targeted Support and Improvement (ATSI) for school improvements for students with disabilities with academics and chronic absenteeism at Robert Sanders Elementary, Mount Pleasant Elementary, Robert Sanders Elementary, and August Boeger Middle School. ATSI is an ESSA designation given to schools in need of additional and targeted support based on performance outcomes of one or more student groups. Per California's approved COVID-19 Addendum, ATSI eligibility determinations in 2022–23 was based on only one year of Dashboard results instead of two years. There is no funding from the state for ATSI. Pursuant to ESSA, Section 1111(d)(2)(B): Each school in partnership with educational

partners shall develop and implement a school-level targeted support and improvement plan to improve student outcomes for the SPED students in their SPSA which has to be approved by the LEA. Over 6,200 schools were identified for ATSI based on the 2022–23 ESSA Assistance Status Data File. There has been a large increase in the number of schools eligible for ATSI. This is due in part to changes made to our ESSA State Plan and the widespread impacts that COVID made on our school communities. ATSI is an opportunity to work collaboratively on improvement to target support for our students and improve outcomes.

In January and February of 2021, CircleUp Education, a contracting agency that is helping to facilitate the District's DEIB (Diversity, Equity, Inclusion, and Belonging) Committee, conducted focus groups with certificated staff, classified staff, and students. The findings from these focus groups identified the following areas for improvement for the district to fulfill the MPESD DEIB's committee mission to transform "...district systems and policies to create and model an anti-racist, compassionate and inclusive school culture where every individual is treated with dignity in our diverse community." The areas identified for improvement are:

- Equal treatment, regardless of race, gender, primary language, education, or economic status
- Creating a sense of belonging for all students, especially English Learners, and Students with Disabilities
- 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
- Provide opportunities to listen and gather feedback from all stakeholders,
- listen and respect their input so that students and staff can meaningfully engage with the school.

To address issues identified related to diversity, equity, inclusion, and belonging, which impact student engagement, school climate, and even academic achievement, the MPESD will continue to contract with agencies to facilitate the work that the committee members will be engaged with to implement systemic change. This year, we contracted with Tayo Enna for 4 part Anti-racist series to provide workshops to administrators, teachers, staff, and parents to address the implicit bias, micro-aggressions, and anti-racism.

Parent Engagement
Parent input on ways to increase parent engagement was gathered from parents/guardians through parent surveys, DELAC/ELAC meetings, and parents participating in the MPESD Budget Advisory Committee ad Superintendent Forums that were held in Spanish and Vietnamese as well as English. The Parents/Guardians made a number of recommendations, including a workshop on Reading for parents to support students who are not reading at grade level, DELAC/ELAC Parents recommended to continuously communicate and support parents about ELPAC and reclassification process and to begin this communication starting at the elementary schools. DELAC/ELAC parents also asked to continue to offer Professional Developments on ELD best practices for teachers as well as continue to utilize iReady assessments in support of students literacy and mathematical reasoning. In addition, the parents asked for site monthly meetings and communications via texts, phone calls, papers, and Newsletters to inform parents at all sites and continuously offer translation to all families in Spanish and in Vietnamese.

Based on the input received, MPESD is planning to do the following to improve parent engagement:

- Continue to provide academic workshops or training to parents to better communicate what students are expected to learn by grade level and share strategies and recommendations on what parents can do to assist their students or seek resources from their child's school.
- Training will be held in person as well as virtually.
- The District will provide training to English learners' parents to understand the reclassification criteria, understand the ELPAC assessment results, and understand the supports available for students in the district to provide additional access to grade-level content.
- School sites will meet annually with parents of students who are at risk of becoming Long Term English learners. Individual meetings will be held with students who have been identified as Long Term English Learners to develop plans for individual support and improvement.
- Ida Jew Academy will have parent workshops for ALAS (dual immersion) parents to communicate expectations of a Dual Immersion program and provide strategies for assisting their students in becoming successful multilingual and bi-literate students.

The District will support the request from parents and students to increase student voice and agency in the following ways:
- Continue to implement AVID at August Boeger and Robert Sanders
- Continue to implement STEAM at Mount Pleasant and Ida Jew Academies
- Continue with the implementation of CREW from EL Education
- Continue holding student focus groups and conducting surveys to gather input on areas that matter to students to provide opportunities for greater student input

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Ida Jew Academy in union with Mount Pleasant Elementary School District has worked closely with stakeholders including the LCAP Committee composed of DELAC/ELAC parents, PTA, School Site Council, Certificated, and Classified Employees. Additional feedback was obtained during the Superintendent's community forums/meetings (coffee with the Superintendent, PTA/PTO, and Curriculum Council Meetings); parents and community members attended the meetings. In addition to having DELAC and ELAC parents on the LCAP Committee, goals related to English Language Learners were reviewed during the DELAC and ELAC meetings. The LCAP Committee worked carefully to evaluate the progress that had been made on each of the LCAP goals. The LCAP committee assessed the progress or degree of implementation by analyzing student data and reviewing each action item associated with each goal.The LCAP committee assessed the progress or degree of implementation by analyzing student data and reviewing each action item associated with each goal. MPESD also launched Thought Exchange platform for the LCAP goals and engaged and received feedback from all educational partners more than we have ever before. Thought Exchange is an all inclusive engagement where it provides two-way conversations and prioritizes qualitative data. The committees as well as the feedback received from Thought Exchange platform provided feedback and recommendations for possible next steps. The current three-year LCAP is composed of three goals that address all of the eight state priority areas and are aligned with the District's Strategic Plan, the District Plan for English Learners, and all Single Plans for Student Achievement.

The LCAP three goals are:

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.

Goal 2: Create a safe and supportive learning environment at the school site where students attend and are connected to their school.

Goal 3: Engage parents and families to support student success in school.

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.

Ida Jew Academy has not been identified as being eligible for comprehensive support.

Support for Identified Schools

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

Ida Jew Academy has not been identified as being eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

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

Ida Jew Academy has not been identified as being eligible for comprehensive support and improvement

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ida Jew Academy Educational Partners were engaged in the following ways during the development of the LCAP in union with the Mount Pleasant Elementary School District.

- Parent Advisory Committees from each school site (School Site Council, PTA, ELAC, DELAC) had representation in the district's Budget/LCAP Advisory Committee.
- The Budget/LCAP Advisory Committee also had representation from both employee unions (Certificated and Classified). The Budget/LCAP Advisory Committee met on 02/9/23, 03/21/23, 04/16/23, and 4/30.
- Two additional meetings took place with the DELAC/ELAC met on 12/21/22, 03/01/23, and 05/17/23 to discuss the needs of English learners.
- Superintendent Forums open to all parents and community members took place throughout the year. Although the meetings were not specific to the development of the LCAP, participants shared information about students' and parents' needs.

Superintendent's Forums were also held in Spanish and Vietnamese

- Two focus group meetings were held, one with parents from each school site and one specific to parents of students with disabilities.
- Additional parent feedback was collected through the Wested School Climate Parent Survey distributed to all parents in the district.
- Thought Exchange Platform was launched for feedback on LCAP Goals and Arts and Music Grant.

Principals and district administrators met together to partake in the reviewing of the actions/services listed in the LCAP Annual Update at management meetings and Principal SPSA working sessions to go over the district LCAP goals and expenditures. The principals and administrators also partook in the LCAP, DELAC/ELAC, and SSC meetings with the Educational Partners and had the time to review the level of effectiveness of each goal/action item for the Annual Update. Administrators also gave their input on the goals and actions/services for the 2021 LCAP focusing in on student social emotional well-being and potential learning loss for their students.

Student feedback was collected:

- Through the WestEd CA Healthy Kids Survey (CHKS). Additional student feedback was gathered through surveys to gather students' feedback on how certain initiatives such as creating a sense of belonging for all students and students' social-emotional needs were being implemented with CREW surveys for K-8 grades.
- Thought Exchange feedback were gathered for LCAP goals and Arts and Music grant from the middle school students from Ida Jew Academies

Staff input was gathered:

- Utilizing the WestEd CA Staff Climate Survey, 85% of MPESD staff responded.

* Thought Exchange feedback were gathered for LCAP goals and Arts and Music grant from Classified and Certificated Focus Groups

In addition, input from the Special Education Local Plan Area (SELPA) was gathered through a meeting with the SELPA Director and

SCCOE Staff and a summary of the MPESD Special Education Improvement Plan for review and inclusion.
To be held:

Board Hearing (6/14/2023)
Board Approval (6/28/2023)

A summary of the feedback provided by specific educational partners.

Parent input on ways to increase parent engagement was gathered from parents/guardians through parent surveys, DELAC/ELAC meetings and parents participating on the MPESD Budget Advisory Committee and Superintendent Forums that were held in Spanish and Vietnamese as well as English. The Parents/Guardians made a number of recommendations including a Reading workshops for parents to support students who are not on reading at grade level, DELAC/ELAC Parents recommended to continuously communicate and support parents about ELPAC and reclassification process and to begin this communication starting at the elementary schools. DELAC/ELAC parents also asked to continue to offer Professional Developments on ELD best practices for teachers as well as continue to utilize iReady assessments in support of students literacy and mathematical reasoning. In addition, the parents asked for site monthly meetings and communications via texts, phone calls, papers, and Newsletters to inform parents at all sites and continuously offer translation to all families in Spanish and in Vietnamese.

The SELPA's input was helpful in identifying that a significant percentage of the students in identified high-need subgroups are also identified as Students With Disabilities requiring increased supports to access core curriculum. Input from the SELPA was used to review the inclusion of Students with Disabilities in general education classrooms to receive access to grade-level rigorous content as well as in supporting the need for research-based reading intervention to improve student outcomes.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the input received, Ida Jew Academy has incorporated that input into the LCAP and is planning to do the following to improve parent engagement:

Feedback provided by the DELAC/ELAC Parent Advisory Committee is reflected in Goal 3, Actions 4, 5, and 6:

- Provide academic workshops or training to parents to better communicate what students are expected to learn by grade level and share strategies and recommendations on what parents can do to assist their students or seek resources from their child’s school.
- Training will be held in person as well as virtually.
- At least three informational meetings will be provided to parents of English Learners to understand the reclassification criteria, the ELPAC assessment results, and the support available for students in the district to provide additional access to grade-level content.
- School sites will meet annually with parents of students who are at risk of becoming Long Term English learners.
- Individual meetings will be held with students who have been identified as Long Term English Learners to develop plans for

individual support and improvement.

- Ida Jew Academy will have parent workshops for ALAS (dual immersion) parents to communicate expectations of a Dual Immersion program and to provide strategies on how parents can assist their students in becoming successful multilingual and bi-literate students.
- Provide additional meetings and translation in Vietnamese

Feedback Provided by the Budget/LCAP Advisory Committee is reflected in (Goal 1, Action 1) and (Goal 3, Actions 1, 2, and 3):

- The District will support the request from parents and students to increase student voice and agency in the following ways:

Based on the input received, MPESD has incorporated that input into the LCAP and is planning to do the following to improve parent engagement:

- Continue to implement STEAM at Mount Pleasant Elementary and Ida Jew Academies
- Continue the implementation of CREW from EL Education district wide
- Continue holding student focus groups and conducting surveys to gather input on areas that matter to students to provide an opportunity for greater student input Information gathered from the staff, student surveys, and the focus groups influenced the inclusion of activities related to additional mental health supports, activities related to diversity and equity, and PBIS.

The Ida Jew Academy will support the request from parents and students to increase student voice and agency in the following ways:

- Continue to implement Two Way Dual Language Immersion Program
- Provide Professional development opportunities for teachers and staff regarding Mindfulness, DLI, and STEAM
- Begin the implementation of School 2 home from Silicon Valley Educational Foundation
- Begin the implementation of CREW from EL Education
- Continue holding student focus groups and conducting surveys to gather input on areas that matter to students to provide opportunities for greater student input

Information gathered from the staff and student surveys and the focus groups influenced the inclusion of activities related to additional mental health supports, activities related to diversity and equity and PBIS.

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)

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 at the tail end of the pandemic, we understand the importance of acceleration of student learning 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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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% *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. 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		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
			displayed instead of a number on test results where 10 or fewer students had tested.		
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 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.	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 reclassified as fluent English speakers		Increase Redesignation Rate from 7.7% in 2019-20 to 9% in 2023-24 school year.
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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintain an ELPI level of 1, 2L, 2H, 3L, or 3H.		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.		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 standard using the Local Indicator SelfReflection 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Two Way Dual Language Immersion	Continue to implement the Two Way Dual Language Immersion Model at all grade levels, this will include ADTLE Two Way Dual Language Summer institute and associated Professional development and curriculum training to maintain the 90/10 program model. This action will support English Learners and Low-Income students in particularly since a large percentage of English Learners and Low-Income students enroll in the Two-Way Dual Immersion program.	$14,000.00	No Yes
1.2	Intervention Support During the School Day	Fund two paraprofessionals to provide support to Transitional and Kindergarten students participating in a full-day program.	$139,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Paraprofessionals will target their support with English Learners, Foster Youth, Homeless and Low-Income students. Sub other classified will target their support with Transitional and Kindergarten students, English Learners, Foster Youth, Homeless and Low-Income students with sub coverage. Fund a part time reading intervention teacher during the school day to support specific students with reading intervention. This position will support students in both the dual immersion and STEAM students with small group instruction.		
1.3	Extended Learning Support Beyond the Regular School Day	Academic achievement through an equity lens is one of the primary objectives for developing this goal. As we are at the tail end of the pandemic, we understand the importance of acceleration of student learning 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.	$0.00	Yes
1.4	Building teacher and administrative efficacy	Continue to increase professional development to improve teaching and learning across all subject areas. Teachers and administrators will engage in ongoing cycles of inquiry using the Improvement Science Network Framework and Formative Assessment principles. Continue	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to implement Moonlight University - continue to support existing cohorts to build their coaching techniques and provide training and support to new cohorts. Provide training, coaching, and planning support to implement language dives for additional teacher cohorts to expand capacity. Language Dives is a strategy to support English Learners to deconstruct complex text to have access to the grade-level curriculum. This program benefits all student subgroups in gaining access to a rigorous curriculum. Funds will be used to pay teachers negotiated hourly rates for working beyond the contracted hours.		
1.5	Supplemental Instructional Curriculum and supplies	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: • "Nearpod," grades 6-8 • "Canvas," grades 6-8 • . "Newsela" • Other applications will be piloted to meet the needs of certain grade levels or populations of students. * "Assistive Technology" * "Brainpop" 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 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. Teachers who are part of the Instructional Technology Leadership Committee (ITLC) will provide training, and resources to teachers to	$62,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Copier rental and maintenance to ensure materials and supplies are provided for instructional materials to meet the needs of students.		
1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Maintain funding for one psychologist (.4 FTE) 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. 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. A classified stipend to provide toileting support to students requiring a medical support.	$87,923.00	Yes
1.7	Prepare Students for College and Career Readiness	Continue to augment the use of technology in the classroom to increase student engagement and differentiate instruction by funding Technology Support Staff to monitor and disseminate the use of learning platforms and applications, making sure that all platforms used are compliant. Providing support to keep the technology devices in good working order and to problem-solve issues for those using the devices. Maintain enrichment opportunities by: Paying for teaching staff to provide Music, art, and dance in middle and elementary school.	$181,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Continue to augment the use of technology in the classroom, maintain enrichment opportunities, and purchase supplemental instructional supplies that will support the most vulnerable populations (English Learners, Foster Youth, and Low Income) to have access to technology at school and at home, and experience enrichment opportunities at school that they would not otherwise outside the school setting.		

Goal Analysis [2022-23]

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 1, Action 2) Fully implemented, instructional assistants provided support to transitional kindergarten and kindergarten classrooms, and additional instructional assistants were hired with ESSER funds to provide support to students in combination classes. There was an increase of $97,258 from $266,189 to $363,447. We had 3.75 FTE but will be planning for 5.5 FTE.
(Goal 1, Action 3) For the 2022-23 school years the district provided extended learning services to about 680 students with ASES grant. We will be using the ESSER grant for the Summer program. 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. 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. With ELOP funds, we also offered after school tutoring in reading and math where we serviced 190 MPAS students between 13 teachers. The total funds increased by $50,000 from $230,000 to $280,000. The funds are from ASES, ESSER, and ELOP.
(Goal 1, Action 4) Fully implemented, the professional development for Language Dives and Moonlight University took place and we had 5 teachers partake in the Language Dives cohort and 4 teachers for the Crew Cohort who received training and will train others to address learning loss and the students' social-emotional needs by providing professional development. This action item will remain at $36,500 and part of the Educator Effectiveness grant was used.
(Goal 1, Action 5) Fully implemented, the district continued with online software applications such as Nearpod, Canvas, Newsela, etc to continue to support Independent Learning, 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 2022-2023. There will be an increase of $37,000 from $62,000 to $99,964.
(Goal 1, Action 6) Fully implemented as planned. The 1.2 FTE of psychologists will continue to be paid through 2023-2024 school year to provide services for our most vulnerable student population. There will be an increase of $16,024 to address the increase in the salaries given this year.
(Goal 1, Action 7) Fully implemented: AVID eight periods of elective classes, contributions to AB sports, paid for art teacher and music teacher, and allocated site distributions. Each site also received an Art and Music Block grant to provide art and music for student learning and engagement which totaled . $529,217 as a district.
(Goal 1, Action 8) Fully implemented: Purchase and Implementation of iReady. This year, iReady was paid by using the ELOP fund. We will continue to purchase iReady to help teachers and students determine the academic needs, personalize learning, and monitor progress throughout the school year.

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.

(Goal1, Action 2) We increased the 3.75 FTE for instructional aides as there was a greater need for more support to facilitate transitional and kindergarten students in a full day classes. Therefore, there was an increase of paraprofessionals to 5.5 FTE for the district for 9 instructional aide support.
(Goal 1, Action 4) The Language Dives Cohorts was implemented in January of 2022 as we focused on Crew Cohorts in the beginning of the year, and have spent half of the allocation. Due to lack of staff hired and shortage of workers at all sites, the supplemental research based reading and math intervention materials to support students were not purchased. One of the intervention teachers had to cover a bilingual class due to lack of substitutes until February 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

(Goal 1, Action 4) We were successful in creating training of trainers for Language Dives cohort and for EL Crew cohorts to build teacher and administrator efficacy.
(Goal 1, Action 1) The fully carried out AVID implementation supported the students with best practices that facilitate rigorous and engaging learning and the TK/K students were benefited from extra supports provided by the paraprofessionals. 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.

MPESD saw a greater need of support for the Transitional and Kindergarten students participating in a full-day program, and added 4 more instructional aides (total of 8 instructional aides: 4.875 FTE) instead of the planned four positions to better support our 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 facilitated these students to be better supported within their classroom setting and provide access to the core curriculum. This was also due to implementation of TK, the ratio of 12:1.
We will be using the Art and Music Block grant to provide art to all of our students to promote engagement, creativity, and learning.
i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan and Summer Program. iReady 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. iReady allows teachers to meet students where they are and provides data to increase students learning gains. iReady consists of two parts: Diagnostic and Personalized Instruction. We will continue to use iReady for 2023-2024 and have allocated 23,400.

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)

An explanation of why the LEA has developed this goal.

One of the greatest factors in achieving the Ida Jew Academy's goals is the quality of instruction. In order to provide quality instruction, it is critical that Ida Jew Academy in union with 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, 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. Less than 40% of District staff have worked in the district for more than five years. 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 school 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. 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. 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	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.		Continue to have zero Williams out of compliance findings.
Data on Teacher retention	Although the data below is for the	Ida Jew Academy has been able to maintain	For 2022-2023 the school had only one		Decrease the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 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	a 100% of teachers listed as permanent	resignation not including non reelects		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
	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. 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	For the 2020-21 school year, using the	Ida Jew Academy continues to assess the implementation of	Ida Jew Academy continues to assess the implementation of		Continue to meet standard using the Self-Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Content Standards.	Self-Reflection Tool, the District met standard.	the self reflection tool and has completed a mid year report	the self reflection tool and has completed a mid year report		
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 most or all of the time (34% of 7th grade). 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.	Ida Jew Academy continues to have facilities in good working order as identified on the SIF	Overall Facility Rating for all schools are “Good.”		Increase percentage of students indicating school is clean and well- maintained from 34% to 45%. Continue to ensure that all schools and classrooms, 100%, used by students receive required COVID safety materials and are repurposed for instruction consistent with current Guidanace. Parents and staff will continue to be informed of safety protocols and procedures.

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.	$91,086.00	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 Youth, Homeless, and Low Income) will benefit the most from having trained, qualified teachers during the school day. 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.	$51,263.00	Yes
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.	$3,836.00	Yes
2.4	Safe School Facilities	Continue to provide materials such as but not limited to personal protective equipment, 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. Additional emergency preparedness and safety materials will be purchased to support student safety.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Access to Standard Based Curriculum	The District will also be purchasing 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. Although students have access to soft copies of the student's workbooks, the District 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 they will have access to supplemental materials to enhance and ensure access to grade-level content.	$104,850.00	Yes

Goal Analysis [2022-23]

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 1) In an effort to attract and retain high qualified and experienced teachers, MPESD made our teacher salary more competitive by giving our teachers 9.6% salary increase totaling $468,795 this school year. Some of the funds came from LCAP and some from General fund. 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.
(Goal 2, Action 2) Fully implemented, contracted with SVNTC and will continue to contract with SVNTC for 2023-2024 school year which was funded with Title 2 fund. There will be an increased difference of $6,015.
(Goal 2, Action 3) Fully implemented, some free hotspot donations were made from School 2 Home, but we ended up using the $22,421 to provide internet and technology devices access to students (English Learners, Foster Youth, Homeless, and Low Income).
(Goal 2, Action 4) Fully implemented, protective equipment was purchased and distributed to students and staff.
(Goal 2, Action 5) Paid for the adoption of Science curriculum for all grades and professional development was provided. The district purchased hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technology device which benefited the English Learners, Foster Youth, Homeless, and Low Income students to access grade-level content.

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 1) No material differences; $1,069,188 was budgeted to Maintain and Recruit qualified and Experienced Teachers; the estimated actuals are the same.
(Goal 2, Action 2) (Goal 2, Action 2) TOSA teacher had to go back into the classroom for some part of the year due to lack of bilingual staff to teach the ALAS program in which $59,982 was transferred out. LCFF fund was not used to support new teachers as the Title 2 fund was used.
(Goal 2, Action 3) There was a difference of $2,421 to provide internet and technology devices access to students (English Learners, Foster Youth, Homeless, and Low Income) in addition to the donations made by School to Home hotspots.
(Goal 2, Action 4) Protective materials and emergency preparedness reduced from $60,000 to $40,000 of which half was ESSR fund.
(Goal 2, Action 5) $299,813.00 was budgeted but the actual spending was $151,785 as Science adoption spending decreased to 50%.

An explanation of how effective the specific actions were in making progress toward the goal.

(Goal 2, Action 1) Met, there was one teacher resignation compared to 3 teachers last 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 1) MPESD saw a greater need to retain and recruit teachers to the district due to the lack of staff shortage and has raised teacher salaries.
(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)

An explanation of why the LEA has developed this goal.

Based on the Data listed as well as the input received from parents during advisory meetings and through the Parent Survey there is a need to improve student and parent engagement as well as providing a safe and supportive learning environment for all students.

School climate data collected for 7th grade students indicate growth was made this year in several areas. Students in 7th grade, reported higher percentages in the following areas: 71% empathy, 74% gratitude, 74% self-efficacy, and Co-vitality (Summative item; belief in self, others, empathy, engaged in living) at 67%. Results indicate a 3% increase in the percentage of students who have caring relationships with a teacher or other adult at school. Academic motivation and promotion of parental involvement stayed at the same percentage this year, 53%. Student social and emotional well-being improved this school year. Students in 7th grade reported a significant decrease in the percentage of students who had considered suicide In the past 12 months, 4% down from 15% and a significant reduction in the percentage of students reported experiencing chronic sadness 21% in 2023 compared to 35% in 2022.
Overall, 60% of 7th graders, down from 81% in 2022, responded that school is an “inviting and supportive place to learn”. 7th graders reported a significant decrease in racial tension or conflict, 13% down from 21%, and only 15% of parents identified racial or ethnic conflict as a somewhat or large problem. Relatively the same percentage of students reported that the school promotes an anti bullying climate 38% compared to 39%, while 35% of students indicated that they had experienced some form of harassment or bullying this school year.

Parents responding to the survey reported that 85% feel welcome at the school, and 86% feel that the school encourages parents to be active partners with the school. Over 90% of parents believe that the school promotes academic success for all students. Parents responding indicated that the school keeps parents well informed, 86% and that the school promptly responds to phone calls 86%. Parent involvement included 93% attending a parent-teacher conference, 75% attended a general meeting and 58% attended a school event.

The following were identified as areas that are of “somewhat” or a “large concern” by students, staff and parents, harassment, or bullying, including cyberbullying (35%, 33% and 33% respectively, and student behavior. Ratings in shared decision-making for staff and parents decreased, 85% and 79%, while student ratings for meaningful participation remained relatively the same at 30% compared to 29%. Students, staff, and parents rated school facilities in good repair, 31%, 91%, 79%, respectively, compared to 34% of 7th graders, 91% of staff and 95% of parents in 2021-22. Parents responded favorably, 87% percent, that students are feeling hopeful about the future.

The District was not able to collect California Healthy Kids Survey data on 5th grade students, however, internal survey data indicated improvements in student relationships and belonging for elementary students. The district will resume collecting survey data in 2023-24.

Suspensions: According to the 2022 CA Dashboard data, the overall district performance level for suspension rates indicated "high" status for African Americans at 3.2%, English Learners at 3.1%, Two or More Races at 5.7% (53 total students), and Students with Disabilities at 3.8%. No groups were in "very high" status. At August Boeger Middle School, English Learners had 8% and Hispanic students had 7.2% suspension rates. MPESD is lower in suspension rate than that of the state. We will continue to implement positive behavior interventions & supports (PBIS) and EL Crew to prevent and find positive interventions to reduce suspensions at all school sites.

Attendance: Chronic absenteeism is defined as being absent 10% or more during the student's enrollment period. Data from the 2022 CA Dashboard indicated that MPESD has "very high" status with 21.1% but is lower than that of the state of 30%. Subgroups with "very high" status of chronic absenteeism were English Learners (22.5%), Hispanic (27%), homeless (33.3%), two or more races (41.3%), socioeconomically disadvantaged (26.5%), and students with disabilities (33.5%).
Improving student attendance continues to be an area for improvement.

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. The school sites will hold anti-bullying rallies and assemblies. 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.

MPESD provided workshops related to parenting support and mental health with collaboration with Prevention and Early Intervention (PEI) and community based organization such as Alum Rock Counseling Center (ARCC) and Mr. Tayo Enna's Antiracist workshops.
The topics covered were:
Identifying Anxiety & Depression
Building Good Habits/Routines
Inclusive and Accepting Family (4 Part Virtual Series) to help build awareness of being anti-racist in our community.

These workshops support the need of the improvement for the district to fulfill the MPESD's mission to transform "...district systems and policies to create and model an anti-racist, compassionate and inclusive school culture where every individual is treated with dignity in our diverse community."
The areas for improvement are:
Equal treatment, regardless of race, gender, primary language, education, or economic status
Creating a sense of belonging for all students, especially English learners, 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
Listen and gather feedback from all stakeholders, listen and respect their input

Another area for continuous improvement is to increase the percentage of parents participating in school and district events. We have had four in-person Parent Academic Fairs for 2022-2023 school year where we offered ELA, mathematics, counseling, mental health, new comer language and support classes, digital literacy, financial literacy, and art classes. We will continue to offer more in-person parent engagements at all sites and at the district level.

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 (maintained 0.2%, Yellow). Based on	Suspensions associated amounted to 3 for the 2021-2022 school year	Suspensions associated amounted to 3 for the 2022-2023 school year		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
	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.				
CA Dashboard - Attendance Data	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 or exited prior to the end of the school	CA Dashboard not available for the 2020-21 Academic School year	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 33.5% are very high		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%;

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year. Subgroups reflected are all in Orange Asian (0%), English Learners (-3.6%), Hispanic (-4.5%) and Students with Disabilities (-4.4%) The rate for chronic absenteeism in the State is 10.1%. Improving student attendance continues to be an area for improvement.		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. Asians and white students are high status.		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%).
CA Healthy Kids Survey	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). There were significant	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 hopelessness”	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 & 50% Middle school).		Increase the percentage of students indicating they have opportunites for meaningful engagement from 45% to 50% fifth grade and 30% midle school. Decrease the percentage of students indicating that they feel "chronic sadeness/hopelessness from by 5% or more, at each grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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.	There were significant increases in the percentage of students experiencing chronic sadness/hopelessnes s(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. 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.		level, 5th 50% to 45% 33% to 27% or less, 7th grade 33% to 27% and 8th grade, 46% to 41%. Increase the percentage of students reporting an anti-bullying school climate, from 51% to 56% or more.

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		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%.		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%		Continue to maintain in grades 6-8 Dropout rate at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Family Case Manager, 1 position, 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.	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide support and resources to our most vulnerable students to make sure they have the essentials such as school supplies, food, school transportation, and other life essentials to enable students to engage in school and improve academic success and attendance. The Director of Student Services will continue to coordinate wrap-around services with partnering agencies (Alum Rock Counseling, Bill Wilson Center) 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. Counselors, .4 positions 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). Assistance with transportation, (i.e., bus tokens, car service, mileage, or school bus) to assist foster and homeless youth remain at school. This action will provide support to families of the most vulnerable student subgroups (English Learners, Foster Youth, Homeless, and Low Income) by receiving support for wraparound serves from Family Case Managers and Director of Student Services as well as counseling services will support meeting the physical, emotional, and academic needs of these subgroups of students.		
3.2	Improve Student Engagement and Attendance	Integrate Positive Behavior interventions and Supports (PBIS) with a focus on restorative discipline, student reflections, and goal setting at the middle school to help reduce suspensions and out of class discipline.		Yes

Action #	Title	Description	Total Funds	Contributing
		Contract with EL Education to provide the "CREW program", staff development, coaching, and support to each school site to increase meaningful student engagement, school connectedness, and inclusion of all students. CREW aligns with other school efforts and is intended to impact the entire school community and climate. Continue with Go Guardian software (50%) that helps our teachers better understand and keep their students safe online. The software give teachers a tool for classroom management, monitor student devices, able to develop reports, and limit distractions.		
3.3	Improve School Climate	Continue to fund part-time Campus Supervisors to support a positive school climate and interventions for students. Additional training for school PBIS teams to implement Positive Behavior Interventions and Supports (PBIS) Continue to collect data on school climate by annually administering the WestEd School Climate Surveys/California Healthy Kids Survey(CHKS) for students, staff, and parents to evaluate school climate, monitor growth on goals and identify areas of improvement. Intervention Coordination for Community Schools based on the planning process. We 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 who may be highly impacted by having an unsafe learning environment.	$62,156.00	Yes
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	$1,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources to help meet the needs of their students. Training will be available in person and also virtual. Continue Early Literacy workshops for parents - Intervention teachers will meet quarterly with targeted families to review, explain and model the intervention supports that they are providing to their students. Family Case Manager and Counselors will continue to provide workshops for parents - Social Emotional Learning and reinforcing positive behavior expectations. Provide parent training and support to close the digital divide. Provide hands-on support to help parents/guardians monitor their student's progress, monitor their student's safety in social media, 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. 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. At least three informational meetings will be provided to parents of students who are English Learners to understand the redesignation 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 English Learners.		

Action #	Title	Description	Total Funds	Contributing
3.5	Parent Engagement	Improve parent access by improving communication across district platforms, social media, and translation services. • PowerTeacher GradeBook - access to grades, assignments, and communication with teachers • Blackboard - Parent mass notifications, parent application to get the latest news, complete surveys, and access to school and district calendar. • Enrollment Express - More access to parents to complete enrollment tasks online outside the workday • Contracted services, 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. • Provide translation in multiple languages even if it is not legally required	$16,460.00	Yes
3.6	Parent Engagement	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. 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.	$20,538.00	Yes

Goal Analysis [2022-23]

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. Counselor was paid out of ESSR, transportation was paid out of ARP funds, and Reilly Behavioral was paid out of SPED resource.
Case manager were paid both out of LCAP and SLS.
(Goal 3, Action 2) was partially implemented. Due to lack of staff Student Advisor had to act as interim principals and the fund was moved out of the LCAP. EL Crew cohort was fully implemented.
(Goal 3, Action 3) was partially implemented. We did not gather CHKS survey from 5th graders.
(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 managers also partnered with agencies and contractors. However, due to intervention teachers being back to the classrooms for the part of the year due to staff shortage, early literacy parent workshops did not take place.
(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.

(Goal 3, Action 1) There was a decrease in $80,324 as the counselor was paid out of ESSR/SPED funds.
(Goal 3, Action 2) There was a decrease in the material difference of $77,228 as the Student Advisor position moved to the General fund as she supported at the middle school while the principal was at FMLA due to lack of staff starting from December 2022 and became an interim principal to an elementary school starting in April 2023. EL Education was funded through Title fund.
(Goal 3, Action 3) Budgeted $174.723 and estimated actuals was $94,447 as ASES and title fund were used. We continued to fund two part-time Campus Supervisors to support a positive school climate and interventions for students. Additional training for school PBIS teams to implement Positive Behavior Interventions and Supports (PBIS).
(Goal 3, Action 4) Budgeted $7,000 and estimated actuals was $5,460 as some were used by site allocations. SLS fund was used to pay for the non-personnel items for the Parent Academic Fairs. Four virtual Anti-racist staff/parent workshops were conducted.
(Goal 3, Action 5) Budgeted $252,886 and estimated actuals was $255,644, an increase of $2,758. This could be due to more parent engagement events that took place this year compared to last year.
(Goal 3, Action 6) Budgeted $$82,152.00 and estimated actuals was $93,164 as there was an increase to improve access to technology and technology support for Parent Engagement.

An explanation of how effective the specific actions were in making progress toward the goal.

More than ever, we saw the need for social emotional and mental health services for our students in all grade levels. Holding mental health and behavioral parent classes for parents to better understand their children were helpful. We want to continue to provide a welcoming, safe,

and inclusive environment for our students and families, and by having parent classes and having the translation support for our parents in Spanish and Vietnamese was vital. Our bilingual data technician and the School2Home staff provided technical support to families. School2Home is a program with the goal of providing support to families to increase their school engagement and also to assist families on how to use technology to find resources to
support and provide for their families; Middle school teachers, administrators, and students are part of this initiative in partnership with Silicon Valley Education Foundation and Santa Clara County Office of Education.

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 2) We added Go Guardian platform as we saw the need to support our teachers and students for online safety. Fifty percent of the total amount for Go Guardian was implemented to improve student engagement. The district want to continue to hold Parent Workshops and training such as the district Parent Academic Fairs to continue to engage our parents and educational partners to better serve our students.
(Goal 3, Action 3) was partially implemented. We did not gather CHKS survey from 5th graders.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$821,240	$49,726

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
21.79%	0.00%	$0.00	21.79%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Action 2 - Fund two paraprofessionals (total of .87 FTE) to provide support to Transitional and Kindergarten students participating in a full-day program. Paraprofessionals will target their support with English Learners, Foster Youth, Homeless and Low-Income students. ($112,309 was budgeted for the 2021-22 school year, $126,582 is budgeted for the 2022-23 school year an increase of $14,273).
Goal 2: Action 5- The District will be purchasing supplemental materials to enhance the implementation of the curriculum to support our diverse student population using supplemental funds. Although students have access to soft copies of the student's workbooks, the District 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 they will access supplemental materials to enhance and ensure access to grade-level content. ($20,000 was budgeted from LCFF funding in 2021-21, and $54 685 is budgeted for the 2022-23 school year, a difference of $34,685)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners, and low-income students are being increased by 19.70%. Most services are provided districtwide or schoolwide since the unduplicated count is 65.23% at Ida Jew Academy.

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.

With significant declining enrollment, Ida Jew Academy is planning to use the add-on funding to maintain and recruit quality staff.

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	N/A	1 classified staff : 31.76 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 teacher : 17.63 students

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$821,240.00	$51,263.00		$18,836.00	$891,339.00	$596,430.00	$294,909.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Two Way Dual Language Immersion	ALAS student and teachers English Learners Foster Youth Low Income	$14,000.00				$14,000.00
1	1.2	Intervention Support During the School Day	English Learners Foster Youth Low Income	$139,393.00				$139,393.00
1	1.3	Extended Learning Support Beyond the Regular School Day	English Learners Foster Youth Low Income	$0.00				$0.00
1	1.4	Building teacher and administrative efficacy	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
1	1.5	Supplemental Instructional Curriculum and supplies	English Learners Foster Youth Low Income	$62,100.00				$62,100.00
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	English Learners Foster Youth Low Income	$87,923.00				$87,923.00
1	1.7	Prepare Students for College and Career Readiness	English Learners Foster Youth Low Income	$181,434.00				$181,434.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Maintain and recruit qualified and experienced teachers	English Learners Foster Youth Low Income	$91,086.00				$91,086.00
2	2.2	Support teachers new to the teaching profession.	English Learners Foster Youth Low Income		$51,263.00			$51,263.00
2	2.3	Internet access and technology Devices	English Learners Foster Youth Low Income				$3,836.00	$3,836.00
2	2.4	Safe School Facilities	English Learners Foster Youth Low Income				$12,000.00	$12,000.00
2	2.5	Access to Standard Based Curriculum	English Learners Foster Youth Low Income	$104,850.00				$104,850.00
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	English Learners Foster Youth Low Income	$38,000.00				$38,000.00
3	3.2	Improve Student Engagement and Attendance	English Learners Foster Youth Low Income					
3	3.3	Improve School Climate	English Learners Foster Youth Low Income	$59,156.00			$3,000.00	$62,156.00
3	3.4	Parent Engagement	English Learners Foster Youth Low Income	$1,300.00				$1,300.00
3	3.5	Parent Engagement	English Learners Foster Youth Low Income	$16,460.00				$16,460.00
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	$20,538.00				$20,538.00

2023-24 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
$3,769,487	$821,240	21.79%	0.00%	21.79%	$821,240.00	0.00%	21.79 %	**Total:**	$821,240.00
								LEA-wide Total:	$807,240.00
								Limited Total:	$0.00
								Schoolwide Total:	$14,000.00

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	**1.1**	Two Way Dual Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	All grades	$14,000.00	
1	**1.2**	Intervention Support During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,393.00	
1	**1.3**	Extended Learning Support Beyond the Regular School Day	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	Building teacher and administrative efficacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.5**	Supplemental Instructional Curriculum and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,100.00	
1	**1.6**	Additional Staff to Monitor Progress and Services for	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,923.00	

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 (%)
		Our Most Vulnerable Student Populations						
1	1.7	Prepare Students for College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,434.00	
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,086.00	
2	2.2	Support teachers new to the teaching profession.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Internet access and technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Safe School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Access to Standard Based Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,850.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	
3	3.2	Improve Student Engagement and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Improve School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,156.00	
3	3.4	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,300.00	
3	3.5	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,460.00	
3	3.6	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	$20,538.00	

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 (%)
					Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$740,181.00	$740,181.00

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**	Two Way Dual Language Immersion	No Yes	$6,600.00	93
1	**1.2**	Intervention Support During the School Day	Yes	$126,582.00	56262
1	**1.3**	Extended Learning Support Beyond the Regular School Day	Yes	$0.00	0
1	**1.4**	Building teacher and administrative efficacy	Yes	$5,000.00	5007
1	**1.5**	Supplemental Instructional Curriculum and supplies	Yes	$28,400.00	45000
1	**1.6**	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	$55,242.00	59665
1	**1.7**	Prepare Students for College and Career Readiness	Yes	$106,265.00	161188
2	**2.1**	Maintain and recruit qualified and experienced teachers	Yes	$33,331.00	223871
2	**2.2**	Support teachers new to the teaching profession.	Yes	$51,263.00	2770

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Internet access and technology Devices	Yes	$2,679.00	5361
2	**2.4**	Safe School Facilities	Yes	$12,000.00	7155
2	**2.5**	Access to Standard Based Curriculum	Yes	$54,685.00	9067
3	**3.1**	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	$54,000.00	24483
3	**3.2**	Improve Student Engagement and Attendance	Yes	$108,750.00	63355
3	**3.3**	Improve School Climate	Yes	$57,086.00	53126
3	**3.4**	Parent Engagement	Yes	$1,300.00	768
3	**3.5**	Parent Engagement	Yes	$16,460.00	22671
3	**3.6**	Parent Engagement	Yes	$20,538.00	339

2022-23 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)
$731,703	$638,239.00	$731,703.00	($93,464.00)	0.00%	0.00%	0.00%

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	Two Way Dual Language Immersion	Yes	$6,600.00	93		
1	1.2	Intervention Support During the School Day	Yes	$126,582.00	56261		
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes		0		
1	1.4	Building teacher and administrative efficacy	Yes	$5,000.00	799		
1	1.5	Supplemental Instructional Curriculum and supplies	Yes	$28,400.00	45000		
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	$55,242.00	59655		
1	1.7	Prepare Students for College and Career Readiness	Yes	$106,265.00	161188		
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	$33,331.00	204715		
2	2.2	Support teachers new to the teaching profession.	Yes		2770		
2	2.3	Internet access and technology Devices	Yes				

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	2.4	Safe School Facilities	Yes				
2	2.5	Access to Standard Based Curriculum	Yes	$54,685.00	9067		
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	$54,000.00	24483		
3	3.2	Improve Student Engagement and Attendance	Yes	$75,750.00	63355		
3	3.3	Improve School Climate	Yes	$54,086.00	80878		
3	3.4	Parent Engagement	Yes	$1,300.00	768		
3	3.5	Parent Engagement	Yes	$16,460.00	22671		
3	3.6	Parent Engagement	Yes	$20,538.00			

2022-23 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)
3,391,555	$731,703	0	21.57%	$731,703.00	0.00%	21.57%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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