2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Ida Jew Academy
CDS Code:	43696176048045
LEA Contact Information:	Name: Gilbert Rodriguez Position: Principal Phone: 408-223-3750
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$21,855,255
LCFF Supplemental & Concentration Grants	$820,678
All Other State Funds	$5,401,002
All Local Funds	$1,352,242
All federal funds	$2,190,713
Total Projected Revenue	$30,799,212

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$30,966,278
Total Budgeted Expenditures in the LCAP	$1,111,941
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,111,941
Expenditures not in the LCAP	$29,854,337

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$487,595
Actual Expenditures for High Needs Students in Learning Continuity Plan	$371,230

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$291,263
2020-21 Difference in Budgeted and Actual Expenditures	$-116,365

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	All day daycare was budgeted but not spent in 2020-21

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ida Jew Academy

CDS Code: 43696176048045

School Year: 2021-22

LEA contact information:

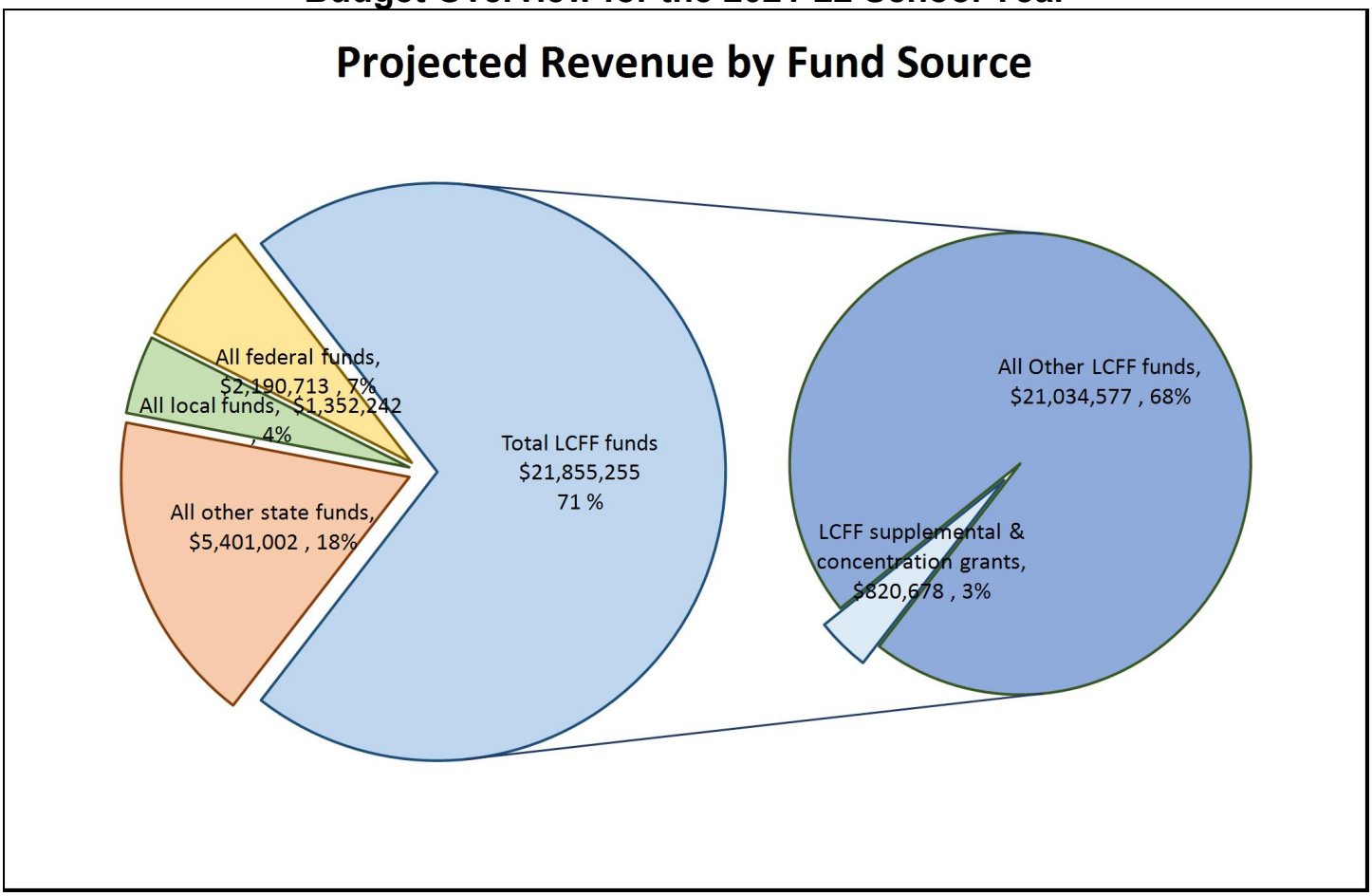
Gilbert Rodriguez

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 2021-22 School Year

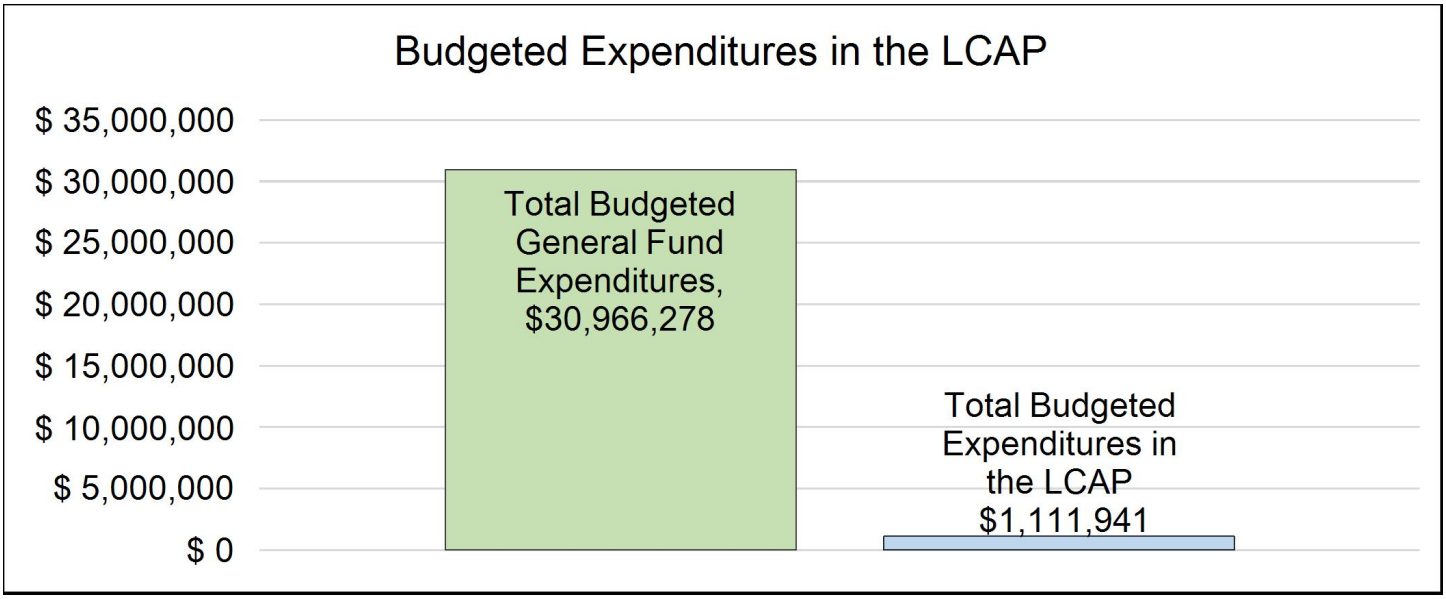


This chart shows the total general purpose revenue Ida Jew Academy expects to receive in the coming year from all sources.

The total revenue projected for Ida Jew Academy is $30,799,212, of which $21,855,255 is Local Control Funding Formula (LCFF), $5,401,002 is other state funds, $1,352,242 is local funds, and $2,190,713 is federal funds. Of the $21,855,255 in LCFF Funds, $820,678 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

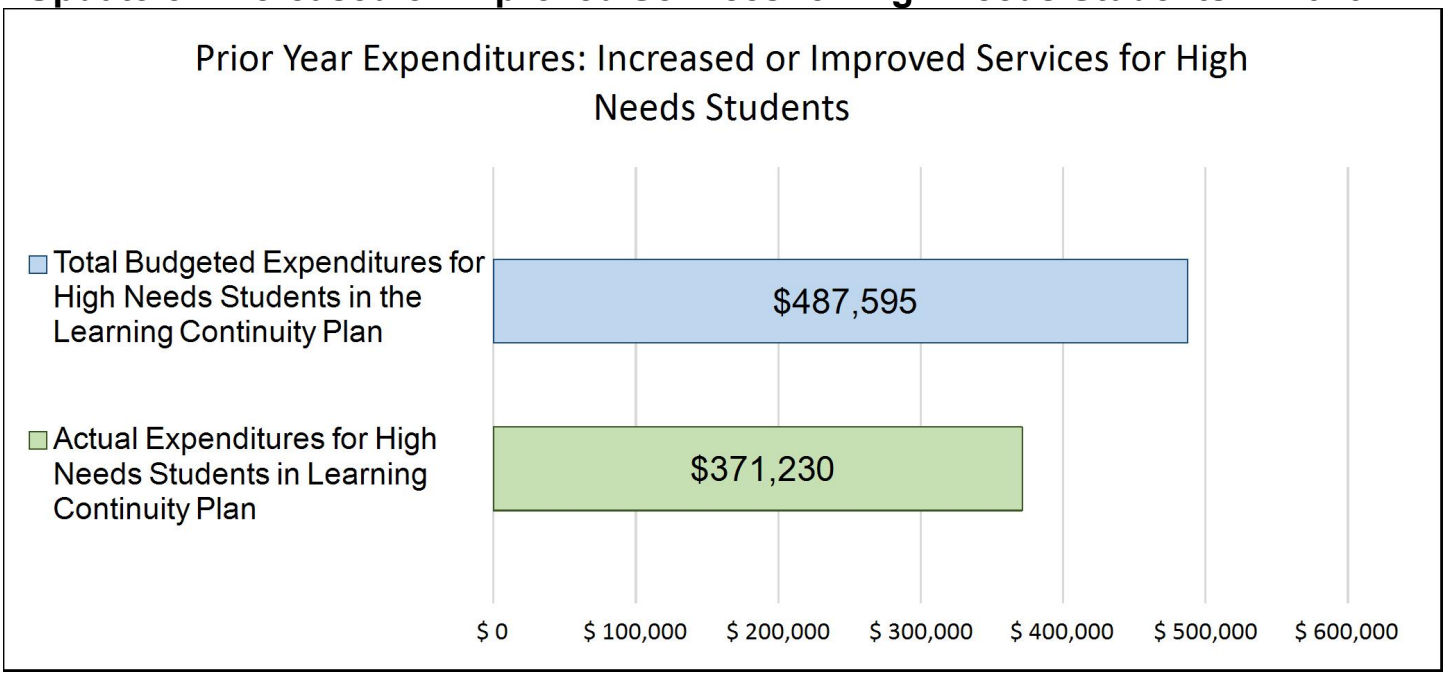
Ida Jew Academy plans to spend $30,966,278 for the 2021-22 school year. Of that amount, $1,111,941 is tied to actions/services in the LCAP and $29,854,337 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ida Jew Academy is projecting it will receive $820,678 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 $1,111,941 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 2020-21



This chart compares what Ida Jew Academy budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Ida Jew Academy's Learning Continuity Plan budgeted $487,595 for planned actions to increase or improve services for high needs students. Ida Jew Academy actually spent $371,230 for actions to increase or improve services for high needs students in 2020-21.

All day daycare was budgeted but not spent in 2020-21

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ida Jew Academy	Gilbert Rodriguez Principal	girodriguez@mpesd.org 408-223-3750

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create a safe and supportive learning environment at Ida Jew Academy where students attend and along with their families are connected to the school. Understand and respond to the reasons behind student absences, student suspensions, and common attendance barriers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric: Surveys (West Ed. School Climate and Me and My World), sign-in sheets for technology workshops, master schedule, and surveys (teachers and administrators), and the number of enrichment classes in middle school. **19-20** Reduce chronic absence by 1%. Reduce suspension rate by 5% Reduce the number of office referrals by 10%	Data from the 2019 CA Dashboard is not available due to a reporting error. Data from the 2018 CA Dashboard, indicates 4.2% of students were chronic absentees. Local data indicates 1% of students enrolled the full school year were absent 18 or more days. The only subgroup with higher rates of chronic absenteeism was students with disabilities (10.7%). The rate for chronic absenteeism in the State is 10.1%. According to the CA Dashboard, the overall level for suspensions is Orange, the suspension rate is 2%, up from 1.5%. The rate of suspensions in the State is 3.4%. No, numerically significantly subgroup had a significant increase in suspension rates. Reduce the number of office referrals by 10%

Expected	Actual
Baseline WestEd. School Climate Survey: 54% of teachers said they needed professional development to meet the demands of the standards. Me and My World Survey: Asset category -Commitment to Learning: 74% said they are motivated and strive to do well in school 50% of 4-5 grade students say they enjoy reading for fun most days of the week	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Family Case manager will continue to help monitor the SARB contracts and support families to access school and community resources.	Salary for Family Case Manager 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 56,314 Benefits-Family Case Manager 3000-3999: Employee Benefits 0710 - Supplemental and Concentration 32,024	Salary for Family Case Manager 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $38,159 Contracting Services with Ed Equity 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $22,930
Provide Social Emotional Learning (SEL) professional development for teachers.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 5000 Materials, supplies 4000-4999: Books And Supplies 0710 -	Services were provided free of cost to the District, by the SELPA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,000 Materials, supplies 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 3000	Supplemental and Concentration $3,000
Parent Workshops Provide parenting workshops for parents through our community partners, teachers and staff.	Materials/copies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 1000 Childcare 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 2,000 Teacher Hourly 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 4,000 Classified Hourly OT 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 500	Materials/copies 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $1,200 Childcare - provided by the SLS grant 2000-2999: Classified Personnel Salaries Locally Defined $2,000 Teacher Hourly 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4,000 Classified Hourly OT 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 0
Counseling Services Provide counseling services to students and parents through counseling agencies	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 500	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $500
Professional Development Provide Anti-Bullying and Conflict Resolution professional development for teachers and training for students and parents.	Anti-Bullying and Conflict Resolution professional development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 1,000 Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 500	Anti-Bullying and Conflict Resolution professional development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $2,100 Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implementation of BEST We will continue to implement the School- wide Systems--The 3 "Bs" (Tier I). We will begin to implement the Secondary System for students with at risk behavior. We will have a BEST Training with the entire staff. Student, teacher, and parent surveys will be conducted to measure school climate using California Healthy Kids Survey, School Climate Survey, and school-based survey.	Materials and Incentives 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 500 Hourly Rate Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 1,500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 2,000 Cost Healthy Kids Survey 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 500 Hourly Rate Classified 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 500	Materials and Incentives 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $500 Hourly Rate Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $1,500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $2,100 Cost Healthy Kids Survey 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $492 Hourly Rate Classified 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration $38
Systematic Supervision The Administrative Staff will continue to work with our teachers and supervisors on systematic supervision. Training will also be offered to staff and supervisors.	OT for classified supervisors for training. 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 1000 Supervision 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 30000	OT for classified supervisors for training - no additional costs 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration $0 Supervision 2000-2999: Classified Personnel Salaries Locally Defined $42,002
Student Activities Electives and clubs will be offered to students.	Extended Duty for Teachers 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 7,500	Extended Duty for Teachers 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $7,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials/Supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 2,000	Materials/Supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $2,000
Parent workshops will be provided through the Parent Academic Fairs or other workshops.	Materials/Supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 500 Childcare for parent training 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 250	Materials/Supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $500 Childcare for parent training- Provided by SLS Grant 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration $250
Due to changes in administration, an AVID team will not be attending the Summer AVID Institute. Continue to implement an AVID elective Students will have college field trips and career fair. Provide spirit assemblies to students in 6th-8th grade.	AVID membership feeds and AVID weekly 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 7,400 AVID tutoring 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 1000 Certificated Extended Duty-Stipen 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 2000	AVID did not take place $0 AVID Did not take place $0 AVID did not take place $0
Student Advisor will support the students and staff. Student Advisor will oversee Student Leadership, Sports, Clubs etc. Student Advisor will work directly with at risk students and wrap around services for our students and families.	Salary-Student Advisor 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 117,000 Benefits- Student Advisor 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $32,369	Salary-Student Advisor 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $120,812 Benefits- Student Advisor 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $35,246

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		$
	0	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District used funds budgeted for Actions/services that did not implement to provide substitutes or extended day pay for teachers who participated in professional development after the contracted day. Funds were also used to pay for substitutes to conduct walkthroughs with teachers who participated in inquiry cycles and to pay teachers for collaborating with other teachers beyond the regular contracted day. After schools were closed because of the pandemic, the District provided teachers, parents, and students additional time and resources to transition to in-person learning.

Services to students, families, and staff were also provided, although LCFF funds did not fund the services. For example, the District received $250,000 from the City of San Jose to provide extended day tutoring and partner with an outside agency (Bay Area Tutors) that had received grant funding from local businesses to provide tutoring after school and summer. The District also received a small grant from the County's Behavioral Health Services through the School Linked Services (SLS). In coordination with our Family Case Managers and Director of Student Support Services, SLS provides students and families with school-based coordinated services to improve families' health and well-being through a community participatory approach.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District implemented most action items for Goal 1. One of the challenges in implementing some of the actions was staff changes. For example, a couple of years back, the District began to train regular education staff and special education staff in one Middle School to implement inclusive practices. A school implemented a one-year pilot; regular education math teacher and special education teacher co-taught and differentiate instruction to support Students with Disabilities. The pilot or expansion of the pilot did not continue in the 2019-2020 school year because of significant staff turnover in the Math Department and Special Education staff. Inclusive practices are still taking place, but not to the degree that the school and District had planned.

Goal 2

Increase student success 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. Students in the Two-Way Dual Immersion program will receive the instruction in Spanish in order to become bilingual and bi-literate. STEAM will be integrated through the day in all grades. (Note: focus will be on our Sub groups--EL, SpEd, Low Socio-Economic and Youth-Foster and Homeless Students.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Smarter Balanced Assessment Consortium (SBAC), local reading assessments, and Williams audit report. **19-20** All subgroups will increase at least 5% in ELA/SSL, Math and Science	Based on the 2019-20 CAASPP (California Assessment of Student Performance and Progress) results, the school did not meet the goal of increasing by five percentage points the students meeting or exceeding standard. The percentage of all students meeting or exceeding the standards decreased when comparing the 2017-18 results with 2018-19 results. In 2017-18, 43.16% of the students met or exceeded standard for ELA, and 32.11.86% met or exceeded standard for Mathematics and 2018-19, 42,86% met standard for ELA, and 34.12% met or exceeded standard in mathematics. Overall there was a minor decrease .3 percentage points) in ELA and an increase (2.01 percentage points) in Mathematics. The additional goal to increase the number of points by at least 15 points towards moving to level 3 for each significant subgroups was not met; there was a decrease for most of the subgroups: English Learners decreased (- 10.8), Socioeconomically Disadvantaged (-5.5), Students with Disabilities (-19.1), and Hispanic (-3.7). Two subgroups had an increase, Asian (+9.3) and White (+18).

Expected	Actual
Baseline The district met the expectation of increasing student achievement identified in Goal 1. Based on the 2015-16 CAASPP (California Assessment of Student Performance and Progress) results, the District increased the percentage of students who met or exceeded standards in ELA by 11% and 7% in mathematics compared to the 2014-2015 CAASPP assessments. On average there was an overall increase of 10 percentage points of students scoring Advanced and Proficient on the 2016 CST Science test. In 5th-grade, 56% scored Advanced and Proficient compared to 41% in 2015. In Eigh-grade, 52% scored Advanced and Proficient in 2016, compared to 46% in 2015. Maintain 100% of teachers fully credential with zero miss assignments. Based on the Williams audit report conducted in the fall of 2016-17 by the Santa Clara County Office of Education there were zero findings in regards to instructional materials and all facilities will be in good standing. 100% of teachers participated in the teacher collaboration as documented by sign-in sheets and meeting schedules.	In Mathematics, English Learners decreased (-3.9), Socioeconomically Disadvantaged (-4), Students with Disabilities (-2.9), Hispanic (-2), and White (-4.6). One subgroup increase Asian (+9.1). CAASPP assessments were not administered in 2019-20, unable to assess growth in science. Also, the end of year Fountas and Pinnell benchmark assessments were not administered due to school closures; therefore, the school is not able to calculate an Effect Sise. There were no Williams findings in 2019-20. Teacher Collaboration did not take place as in previous years; however, 100% of teachers participated on district professional development days.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement AVID Continue to implement AVID curriculum in 6-8th grade.	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 2,000	AVID. was not implemented in 2019-20 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will have college field trips and career fair. Provide spirit assemblies to students in 6th-8th grade.	Field Trips 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration 2000	Field Trips 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $781
	AVID Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 1000	AVID Professional Development-Not implemented-No Summer Institute 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $0
	AVID Coordinator 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 2000	AVID Coordinator-Not Implemented 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $0
	Indirect Costs 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration 23613	Indirect Costs -Membership 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $4,979
Provide Staff Development in ELA, Math and Next Generation Science Standards	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 7,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 0
	Materials and supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 10000	Materials and supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $10,000
	Substitute costs 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 1,000	Substitute costs 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $3,259

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Interventions: Students will receive intervention in several ways. 1)Small Group Intervention will be a pull-out program for intensive instruction. 2) Grade Level/Schoolwide Intervention 2-5th where students will be placed according to their ability level and given support in areas of need. 3) After school tutoring will be offered to students who need additional support. 4) Summer School will be provided for the most At-risk students.	Materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration 1000 Extended Duty 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 5000 Intervention Teachers 2.5 FTE 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $165,370 Summer School Extended Duty Teacher/Contracted Services 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $16,000 Summer School Aide 2000-2999: Classified Personnel Salaries 0710 - Supplemental and Concentration 1000 After School or extended year interventions 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $10,000	Materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $1,000 Extended Duty 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $1,888 Intervention Teachers (2.5 FTE was district, Ida Jew had 1FTE) 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $105,006 Summer School Extended Duty Teacher/Contracted Services - contract SVEF 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $16,000 No in person Summer School 0 After School or extended year interventions-BATA 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $8,631
Professional Development in the following Areas: 1) Project Based Learning K-8th 2) STEAM K-5 3) Fontas and Pinnel K-3rd and RSP 4) Writing Program	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $11,500	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $18,900

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5) Math 6) NGSS 7) Participate in the 2016-2019 Tech Academy of Innovation!	Extended Duty Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4000	Extended Duty Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4,000
Materials to support Common Core Standards and PBL Units and NGSS	Materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $50,000 Printing Costs for Expeditionary Learning to support Common Core Standards 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $14,000	Materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $59,171 Printing Costs for Expeditionary Learning to support Common Core Standards 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $4,365
Bilingual Transitional Kindergarten	Salary-Bilingual Transitional Kindergarten 1000-1999: Certificated Personnel Salaries 0019-Charter School General Found $86,883 Benefits- Transitional Kindergarten Teacher 3000-3999: Employee Benefits 0019-Charter School General Found $28,754	Bilingual Transitional Kindergarten 1000-1999: Certificated Personnel Salaries 0019-Charter School General Found $86,883 Benefits- Transitional Kindergarten Teacher 3000-3999: Employee Benefits 0019-Charter School General Found $28,754
Two Way Dual Immersion Conference	Dual Immersion Conference 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4,500	Dual Immersion Conference 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services for Goal 2 took place. Funds were used to provide professional development to staff and purchase instructional materials to support the implementation of the common core standards.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions except one were implemented. Ida Jew Academy decided not to implement AVID in 2019-20 due to change in administration and the desired to focus on the schools priorities to support the charters vision.

Goal 3

STEM students in 6-8th grade will receive effective, engaging and relevant instruction in the NGSS standards and be able to define problems (MS-ETS1-1), develop possible solutions and improving engineering designs in which students test the best design (MS-ETS1-2), analyze the results (MS-ETS1-3), modify the design accordingly, and then re-test and modify the design again. By the end of 8th grade students are expected to achieve all four performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California local indicators: Implementation of Academic Standards, Access to a Broad Course of Study, BasicTeachers Instructional Materials/Facilities, Parent and Family Engagement, and Local Climate Survey.	This goal was met. 100% of Students participation in STEAM in grades 6-8 continued through the specialty period throughout the school year. STEAM students in the specialty continued to focus on the standards outlined in the goal. Students were also able to engage and have access to the STEAM specialty classes through distance learning environment. All students received a learning device from the school to access curriculum content and coursework material. Parents were provided information on how to access student work and also how to support the academic and social emotional learning in support of their students through school wide communication and support classes provided. Steam Night did not occur due to the pandemic and social distancing rules.

Expected	Actual
19-20 87% of the Students in the STEM Academy/Specialty will demonstrate proficiency in the Science, Technology, Engineering and Math standards aligned with the NGSS standards based on teacher created rubrics. Collecting, Monitoring, and Developing next steps based on Rubric Data Continue to vertically align our STEAM course work in the Specialty area Develop an intervention system for students struggling with STEAM Design/Engineering Practices STEM students to support in organizing, facilitating, and supporting STEAM Night **Baseline** Based on the California Local Indicators: IJA met each of the five areas for 2018-2019 • Implementation of Academic Standards • Access to a Broad Course of Study • BasicTeachers Instructional Materials/Facilities • Parent and Family Engagement • Local Climate Survey. Students were provided access to Specialty program that included STEAM Courses were reflected in schools Master Schedule	The school committed to working with an outside agency School to Home for the 2021-2022 school year in union with the Mount Pleasant Elementary School District in support of technology integration and STEAM focus.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff development in NGSS standards, especially in technology and engineering.	Professional Development in Common Core State Standards 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $5,000	Professional Development in Common Core State Standards (Training took place in August - costs are reflected in Goal 2. Training was provided by District staff.) $0
	Technology Challenge/Olympiad Stipends 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $2,000	Technology Challenge/Olympiad Stipends 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $2,000
	Extended Duty Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $500	Extended Duty Certificated 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $500
Instructional materials for the implementation of STEM lessons in grades 6-8th	Materials - supplementary materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $5,000	Materials - supplementary materials 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $2,000
Technology Teacher to support teachers and students with Technogloy/NGSS	Salary 1Tech/Science Teacher 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $ 92,079	Materials - supplementary materials 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $95,256
	Benefits-technology teacher 3000-3999: Employee Benefits 0710 - Supplemental and Concentration $29,754	Benefits-technology teacher 3000-3999: Employee Benefits 0710 - Supplemental and Concentration $30,874
Field Trips	Field Trips (Transportation) 5000-5999: Services And Other Operating Expenditures 0710 -	Field Trips (Transportation) 5000-5999: Services And Other Operating Expenditures 0710 -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $500	Supplemental and Concentration $746
Science Camps	Science Camp 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration 10,000	Science Camp - Did not take place due to the pandemic 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district provided most services aligned with Goal 3. Funds for actions or services not implemented will provide training to staff and parents and provide extended learning support to students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Science camp and some field trips did not take place due to the pandemic.

Goal 4

VAPA students in 6-8th grade will receive effective, engaging and relevant instruction in the Instrumental Music, Vocal Music, Art or Dance standards. By the end of 8th grade VAPA students are expected to achieve all four performance expectations based on the VAPA rubric. The school will also recruit students for the Vocal Music Specialty class.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California local indicators: Implementation of Academic Standards, Access to a Broad Course of Study, BasicTeachers Instructional Materials/Facilities, Parent and Family Engagement, and Local Climate Survey. **19-20** 85% of the Students in the VAPA Academy/Specialty will demonstrate proficiency in their selected academy, Instrumental Music, Dance, Choral Music, or Art based on teacher created rubrics. Provide teachers/staff and teachers a detailed schedule that includes access for when VAPA will occur by grade level for each Trimester. Integrate VAPA into the core subject areas to compliment and reflect the school wide focus (All grade levels)	This area was met. 100% students participated form a distance in support of the continued focus to integrate a VAPA program with in the school. Students maintained access to the VAPA program via distance learning. Students were also able to engage and have access to the VAPA specialty classes through distance learning environment. Parents were provided information on how to access student work and also how to support the academic and social emotional learning in support of their students through school wide communication and support classes provided. All students received a learning device from the school to access curriculum content and coursework material. Students, Teachers and staff had access to VAPA reflected in the Trimester master schedule of enrichment to support and provide the school wide focus.

Expected	Actual
Baseline Based on the California Local Indicators: IJA met each of the five areas for 2018-2019 • Implementation of Academic Standards • Access to a Broad Course of Study • BasicTeachers Instructional Materials/Facilities • Parent and Family Engagement • Local Climate Survey. Students were provided access to Specialty program that included VAPA Courses were reflected in the Master Schedule	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide materials to implement VAPA project based learning units	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $5,000	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $1,000
Field trips	Field Trips 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration 3000	Field Trips 5000-5999: Services And Other Operating Expenditures 0710 - Supplemental and Concentration $0
Staff development in project-based learning. K-5 STEAM and 6-8th for Elective/Specialty staff	Professional Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $8,000	Professional Development for Project-Based Learning - Cost already accounted for in Goal 2 5800: Professional/Consulting Services And Operating Expenditures 0710 -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $11,000	Supplemental and Concentration $0 Extended Duty Salaries Negotiated hourly rate - Half-day was provided in August for teachers to plan and collaborate (August PD) 1000-1999: Certificated Personnel Salaries 0019-Charter School General Found $6,052
Action 4:4 is now part of 4.1; all professional development will be accounted for in 4:1.		
Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music to support VAPA.	Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music to support VAPA. 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $165,000 Continue to recruit more students for the Vocal Academy 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 0	Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music to support VAPA. 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $154,336 Continue to recruit more students for the Vocal Academy 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All action items except one were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The VAPA will trip did not take place.

Goal 5

Decrease the percentage of students identified as Long Term English Learners (LTELs) by increasing the rate that English Learners (ELs) become proficient in English.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Results, reclassification rate, and CELDT Results **19-20** Decrease the percentage of students identified as Long Term English Learners (LTELs) by 5% by increasing the rate that English Learners (ELs) become proficient in English.	Students were not accessed with the CAASPP in the 2019-20 school year due to the pandemic and the ELPAC was also not administered to English Learners in 2019-20. In 2018-19 the ELPAC results indicate that: 53.4% of English Learners were making progress towards English language proficiency. 41.8% progressed at least one ELPI level. 11.5% of English Learners maintained ELPI Level 4 and 25.4% maintained ELPI Level 1, 2L, 2H, 3L, and 3H. The 2018-19 results are an improvement compared to the 2017-18 results. In 2017-18, 38.6% of the students were at Level 4, 41.2% of the students were at Level 3. 2017-18, 38.6% of the students scored at Level 4, and 41.6% scored at Level 3. Although the reclassification rate did not increase by 1%, it did increase by half a percentage point. In 2019-20 7.7% of students were redesignated at FEP, compared to 7.2% in 2018-19.

Expected	Actual
Baseline In 2016-17 the percentage of Long Term English Learners is 7.9% compared to 7.8% in 2015-16 and 9.3% At-Risk compared to 9.35% in 2015-16. The percentage of students that were redesignated, statistically remain the same, 23.3% in 2015-16, compared to 22.8% in 2016-17. The percentage of English Learners making progress toward English proficiency as measured by the CELDT is 72.4%. The reclassification rate is 29.6% Based on the Five-by-Five Placement, English Learners (EL) received a Yellow performance level in English Language Arts and Math the Five-by-Five. The change difference between current status and previous status was an increase of 19.7 points in English Language Arts and 10.1 points in Math.	The goal of decreasing Long Term English Learners(LTEL) by 2% was met. In 2019-20 7.6% of English learners were identified as LTEL 6+ Years compared to 17.2% in 2018-19 Based on the Five-by-Five Placement, English Learners (EL) received an Orange performance level in English Language Arts and Math. The change difference toward meeting standard between current status and the previous status was a decrease of 10.73 points in English Language Arts and 12.5 points in Math.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff Development Constructing Meaning/ (6-8) GLAD K-5th	Extended Duty 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $3,000	Extended Duty- Negotiated hourly rate for teachers to do the trainings for implementing Language Dives 1000-1999: Certificated Personnel Salaries 0710 - Supplemental and Concentration $4,450

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $2,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration $2,600
ELPAC Testing	Certificated Testers 1000-1999: Certificated Personnel Salaries 0019-Charter School General Found $3,500 Materials 4000-4999: Books And Supplies 0019-Charter School General Found $0 Classified Testers 2000-2999: Classified Personnel Salaries 0019-Charter School General Found $4,000	Certificated Testers 1000-1999: Certificated Personnel Salaries 0019-Charter School General Found $3,500 Materials 4000-4999: Books And Supplies 0019-Charter School General Found $0 Classified Testers 2000-2999: Classified Personnel Salaries 0019-Charter School General Found $4,000
Purchase of supplemental ELD Materials	Materials, supplies 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $5,000	Materials, supplies (Most of the materials were part of the EL-Education adoption, costs accounted for in Goal 2) 4000-4999: Books And Supplies 0710 - Supplemental and Concentration $837

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District provided the services to students and families associated with Goal 5.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school's partnerships with the District to maximize services to staff, students, and families are the successes. An example of this partnership is training like Language Dives to support English Learners' access to grade level content and share staff to support teachers and parents of English Learners.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and some face shield), hand sanitizer, increase hand soap), plexiglass barriers for work stations and front offices.	10,000	8,801	No
Health Materials: Additional thermometers, supplies for waiting room, gloves, aprons, disposable coverings,	781	381	No
Signage: Posters, floor decals, visuals cues throughout the school sites to maximize social distancing and direct traffic flow	800	800	No
HVAC Filters: Sites will replace HVAC filters 2-3 times per year as recommended instead of once a year as it has been done in the past	4,500	5,206	No
Plexiglass Barriers: Barriers when close contact is likely and does not allow for physical distancing of 6 feet (work stations and front offices)	6,000	9,693	Yes
School Supplies: Additional supplies to limit the number of individuals using shared materials	15,000	14,905	No
Hand washing Stations: Additional hand-washing stations for locations where sink access is insufficient	9,500	9,500	No
Custodians/Plant Manager: Maintain staffing to perform standard maintenance and cleaning, facilities and to routinely disinfect high-touch areas.	0	0	No
Increase staff for in-person instruction, additional campus supervisors/yard duty workers, teachers to support a blended model of in-person and distance learning, and students who may not be ready to come back to in-person instruction.	25,000	20,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extended learning opportunities for students who may be significantly behind, teachers will provide tutoring support to small groups of students after the instructional day following all guidelines for small cohorts. This will benefit some targeted popular	20,000	20,000	Yes
Hire teachers or other staff after school to provide enrichment opportunities such as reading clubs and other enrichment activities to help students engage socially with peers. This will support low-income students that don't have access to enrichment or	3,000	4,855	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were a couple of significant increases from the planned actions and/or budgeted expenditures for in-person instruction, below is a brief explanation to account for the difference:

The cost of replacing the HVAC Filters was higher than budgeted because the school also tested and calibrated the HVAC system to maximize fresh airflow.
The cost for plexiglass barriers was significantly more than budgeted because the school also purchased desk cough barriers for students who return for in-person instruction and not only for the front office and workstations.
On the other hand, staffing for in-person instruction was less because the number of students/families who participated in in-person instruction was less projected.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In the 2020-21 School year, students participated in person using a hybrid model. Elementary students attended in-person, two days a week in the afternoon, and middle school one day a week in the afternoon.
The success was also a challenge because fewer students/families than projected were ready to return for in-person instruction. It was challenging equitably balancing the instructional minutes to provide the best possible learning experience for all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of iPads, each student will be assigned a device without sharing, once the iPads arrive, students with older iPads will be able to trade for new ones. This will benefit our low-income students, homeless students, foster youth, English learners, and Special Education students.	32,400	30,568	Yes
Purchase of Chromebooks, once the Chromebooks arrive, students in 3-8 grade will be able to trade the iPads that have been assigned to them for a Chromebook, and students that have older Chromebooks will be able to trade them for newer ones. Access to online resources will improve. Having similar devices will assist teachers when planning their lessons and will assist the technology help desk to answer questions and promptly address technology support. This will benefit all students, especially our target populations; we learn that our Spanish-speaking parents, parents of Special Education students, and our low-income parents need additional time and sometimes in-person support to resolve their technical problems or questions.	56,000	55,459	Yes
Professional Development, the district will continue to provide professional development for teachers to improve their expertise on implementing Canvas as well as other Professional Development, the district will continue to provide professional development for teachers to improve their expertise in implementing Canvas and other applications to enhance distance learning. Training will also be provided to assist teachers in administering and using the results of diagnostic assessments to make instructional plans to address learning gaps, adjust learning plans, and provide differentiated instruction to students to accelerate student learning. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students.	13,000	13,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distribution of Technology - pay staff to help with the distribution of technology (extended duty, negotiated hourly rate), distributing technology beyond the school hours will benefit parents that don't have the flexibility on their schedules to leave work early; this will benefit our low-income students.	2,000	850	Yes
Surveying Parents - Calling parents to accurately access their technology and internet use (extended duty, negotiated hourly rate) calling parents beyond the school hours, including weekends will benefit our low-income students.	1,250	356	Yes
Purchase of hotspots, provide internet access, and adequate access to the internet, we learned that the majority of our families had internet access only through their mobile devices. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students.	6,000	10,521	Yes
Assistive technology for Students with Disabilities to access distance learning instruction from home.	1,000	1,000	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	3,000	2,917	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following action had substantive differences between the planned action and/or budgeted expenditures:

The distribution of technology was also less because schools were able to distribute technology and other supplies during the school day, and less extended duty pay was needed.
Although not as significant, the expenditures for surveying parents on internet usage were less than projected because only parents that did not complete the online survey and needed clarification were called.
The cost of purchasing hotspots was more than budgeted because additional hotspots were purchased to address the families' needs. In addition, more families were identified as needing stable, reliable internet access during the year—also, some of the donated hotspots required replacement because they stopped working.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
Successes: The district provided instruction to all students enrolled from the first day of the academic school year. Students received a combination of synchronous and asynchronous instruction.

Challenge: The challenge was providing timely technical support to all families that needed it at the beginning of the school year.

Access to Devices and Connectivity
Successes: The district received donations of technology devices and hotspots. These donations helped to provide technical devices and internet connectivity to families that needed them.

Challenge: At the beginning of the school year, students received a mix of different types of devices; this presented a challenge to teachers and other staff trying to help families resolve technical issues. Another challenge was that some devices were in backed order at the beginning of the school year.

Pupil Participation and Progress
Successes: The success was that students attended distance learning; the district monitored students' attendance during synchronous and asynchronous instruction.
Another success was the small group cohorts that the district provided at several of the school sites and neighborhood hobs to support the most at-risk students and families struggling with attendance and engagement.

Challenge: The challenge was student engagement; students attended distance learning, but many students needed ongoing support to turn in their assignments.

Distance Learning Professional Development
Successes: The district provided lots of professional development at the beginning of the school year and in the fall. The Instructional Technology Leadership Committee (ITLC) was instrumental in this process.

Challenges: There were several challenges, but the most significant was onboarding staff, parents, and students to use a new Learning Management System (Canvas).

Support for Pupils with Unique Needs

Successes: A success was that the district reached an agreement with teachers early in the school year to provide in-person instruction to Special Education students (Moderate to Severe) to receive instruction in person.

Challenges: The challenge was that most services to students with unique needs took place virtually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MPAS (Mt. Pleasant After School) extended learning tutors to support individual and small group tutoring for identified students. Priority is given to Homeless students, Foster Youth, English Learners, and low-income students. Services are provide by the ASES grant.	140,000	147,948	Yes
Independent Studies- target students are students whose immune systems are compromised, families that are not ready for a blended model, or in-person instruction.	3,700	1,265	No
Bay Area Tutors -Tutoring services provided after school to support students who have experienced learning loss in reading and mathematics. Targeted students are first to third grade students who are identified as low-income and are significantly behind in reading.	30,000	13,320	Yes
All-day daycare, the District is exploring the possibility of partnering with the City of San José to extend services to more than the 12 students that the city of San Jose will be servicing. Target students will be students who are not being successful with distance learning, students who have low participation and low engagement, and need adult support during the school day: targeting homeless students and low-income students.	100,000	0	Yes
Online academic resources- software subscriptions to support student's extension of learning activities, independent practice in order to address learning loss and maintain skills, including software for students with exceptional needs.	21,945	19,832	Yes
Academic assessments to be conducted remotely- students need to be assessed to determine current functioning and plan for interventions to address learning loss. It Will benefit all students, but especially targeted populations like Homeless students, Foster Youth, English Learners, Special Education students, and low-income students.	8,000	5,111	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions were because the district did not implement the following two planned action items:

The increased cost for the MPAS (Mt. Pleasant After School) extended learning was adding one classroom/cohort during the school day to support identified students who needed support.

Independent Studies- is based on need; the need was less than projected.

Bay Area Tutors - the cost for Bay Area Tutoring are significantly less because some of the expenses were paid by a local grant.

All-day childcare with the City of San Jose was not able to take place; however, the district did work with the City of San Jose Parks and Recreation to provide training support and consultation to open our own learning hubs at our school's sites and move some after school virtual support to providing in-person support during the school day.

The expenditure for academic assessments to conduct remote assessments was significantly less because the District contracted with a provider whose services cost less than projected. Another reason for costs being less than projected was that time was built into the school day for teachers to conduct one-on-one assessments with students; less extended duty was required.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In partnership with the Mount Pleasant After School (MPAS) and Bay Area Tutors, the District provided virtual tutoring to some of our most at-risk students. The site administrators, district staff, and providers worked together throughout the year to supports students with attendance concerns or students who had difficulty completing assignments. The District also opened childcare hubs to support students during distance learning to help students who struggled with attendance and engagement. The District will offer several programs to address learning loss for our most vulnerable student populations during the summer.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The success of monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year was that the district had several resources to help families and students. For example:
Care Solace - Care Solace is a Care Concierge available 24/7 to help staff and families through the process of connecting to available, vetted community-based mental health providers matched to their needs. Care Solace will make it easier for students' families and staff to connect with mental healthcare resources/providers within their communities.

Sports for Learning - The Sports for Learning Library offers asynchronous SEL-Based Physical Activities aligned to CASEL's Five Core Competencies and California Physical Education Standards. These activities are delivered by near-peer coaches and are differentiated across three grade-level bands, K-2, 3-5, and 6-8.
Each week, three additional 20-25 minute videos are added to each of these bands. The weekly sets explore one of the skills that comprise a particular SEL competency along with a sports-based warm-up, growth mindset activity, and SEL affirmation.

Sports for Learning - The Sports for Learning Library offers asynchronous SEL-Based Physical Activities aligned to CASEL's Five Core Competencies and California Physical Education Standards. These activities are delivered by near-peer coaches and are differentiated across three grade-level bands, K-2, 3-5, and 6-8.
Each week, three additional 20-25 minute videos are added to each of these bands. The weekly sets explore one of the skills that comprise a particular SEL competency along with a sports-based warm-up, growth mindset activity, and SEL affirmation.

Every day classrooms started with a class meeting with the purpose of SEL support to students.

The challenge was that the majority of the SEL support took place virtually.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family engagement was higher than in previous years. Parent Engagement:
The Ida Jew Academy in partnership with MPESD actively supports parent participation and parent engagement in meeting the needs of our learning community. This year in response to the pandemic we were cognizant of the impact of COVID-19 on our students, teachers/staff, and families and the need 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 Ida Jew Academy/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 parents/guardians expressed individual needs in regards to the level of training, support, and resources.

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, School Reopening Committee, and In-Person Reopening Parent meetings.
Ida Jew Academy also 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 5 virtual parent events that included topics related to parenting support and mental health. These were done in collaboration with Prevention and Early Intervention (PEI) and local community-based organizations. Topics covered

- Managing Difficult Emotions
- Self-Care, Mindfulness, and Gratitude
- Building Routines
- Parenting and Social Media
- Identifying Anxiety & Depression

Parent outreach also included community development and connection opportunities that supported the family unit and virtual social interactions to help build upon our community's strengths. These events were supported by our Family Case Managers who recruited some of our vulnerable families to participate and included the following activities:

- Zumba, two series of 12 family exercise classes
- Paint nights, 2 family paint nights
- Mindfulness classes
- Cooking classes - series of 5 classes
- Family meal & game night for the Holidays

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School nutrition evolved during the school year. We began with daily distributions, five days a week, two meals per day. This was a challenge for some of our families because the food distributions took place daily only for about two hours a day. We later changed the food distribution to one weekly distribution; families received food for seven days, three meals per day. Families that could not make the distribution day could schedule a pick-up when it is convenient for them. When needed, the Food Service Department delivered to their home.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Increase in staffing to deliver meals to classrooms when on-site instruction resumes; this action will support low-income students. Students will not be gathering or forming a line at a particular location to get their mails, helping maintain social distancing.	10,000	10,000	No
Mental Health and Social and Emotional Well-Being	Staff Development in the areas of Equity, Trauma-Informed Practices, and Social-Emotional Well-being curriculum and suicide intervention. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color.	15,000	15,000	Yes
Pupil Engagement and Outreach	Student Incentives to encourage engagement	4,000	1,000	Yes
Mental Health and Social and Emotional Well-Being	Online Suicide Intervention Curriculum for staff. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color.	1,000	800	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The school incurred more costs than budgeted to support staff development in the areas of Equity, Trauma-informed Practices, and SE Well-being curriculum and suicide intervention.

A description of any substantive differences between the planned actions and budgeted expenditures was student incentives to encourage engagement. Some of these activities were supported by parent groups. In some classes, the activities/expenses were not tracked to indicate that they were made to engage students.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district's 2021-24 LCAP has been developed keeping in mind what we have learned from implementing in-person and distance learning programs in 2020-21: For example, we have learned that:

- Teachers, students, and parents are ready to use more technology to support and enhance student learning;
- We need to continue to use some of the supplemental online instructional curricula/materials to augment and differentiate student learning;
- We learned that more families participated in parent engagement activities when done virtually. A combination of in-person and virtual parent engagement activities will be provided in the future;
- Some families need additional technical guided support to assist them to have access to school and community resources, this level of support is planned in the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In the 2020-21 school year, the district administered Common Core Aligned assessments (Edcite) with the third to eighth-grade students in English Language Arts and Mathematics two times during the school year and is planning to continue these assessments next school year. The district also administered common assessments (Early Literacy inventory (TK/K and Reading Inventory for K-2nd grade); similar assessments will continue next school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actual expenditures for Pupil Engagement and Outreach are significantly less because parent groups and local resources help pay for some of the incentive costs.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflecting on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, the District has identified attendance, student engagement, social and emotional, and other issues of diversity, equity, inclusion, and belong as well as learning gaps as significant needs that the District must address in the 2021-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,112,810.00	956,597.00
	0.00	0.00
0019-Charter School General Found	123,137.00	129,189.00
0710 - Supplemental and Concentration	989,673.00	754,476.00
Locally Defined	0.00	44,002.00
Supplemental and Concentration	0.00	28,930.00
	20,300.00	18,000.00
	0.00	28,930.00
	0.00	28,930.00
	0.00	443,933.00
	0.00	33,284.00
	0.00	44,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,112,810.00	956,597.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	724,201.00	683,047.00
2000-2999: Classified Personnel Salaries	96,564.00	48,290.00
3000-3999: Employee Benefits	90,532.00	59,628.00
4000-4999: Books And Supplies	86,500.00	81,500.00
5000-5999: Services And Other Operating Expenditures	65,113.00	19,502.00
5800: Professional/Consulting Services And Operating Expenditures	49,900.00	64,630.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,112,810.00	956,597.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	0019-Charter School General Found	90,383.00	96,435.00
1000-1999: Certificated Personnel Salaries	0710 - Supplemental and Concentration	633,818.00	583,612.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	3,000.00
2000-2999: Classified Personnel Salaries	0019-Charter School General Found	4,000.00	4,000.00
2000-2999: Classified Personnel Salaries	0710 - Supplemental and Concentration	92,564.00	288.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	44,002.00
3000-3999: Employee Benefits	0019-Charter School General Found	28,754.00	28,754.00
3000-3999: Employee Benefits	0710 - Supplemental and Concentration	61,778.00	30,874.00
4000-4999: Books And Supplies	0019-Charter School General Found	0.00	0.00
4000-4999: Books And Supplies	0710 - Supplemental and Concentration	86,500.00	78,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	3,000.00
5000-5999: Services And Other Operating Expenditures	0710 - Supplemental and Concentration	65,113.00	19,502.00
5800: Professional/Consulting Services And Operating Expenditures	0710 - Supplemental and Concentration	49,900.00	41,700.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	22,930.00
		0.00	22,930.00
		70,413.00	22,105.00
		20,000.00	16,000.00
		49,900.00	39,100.00
		30,000.00	44,000.00
		0.00	22,930.00
		20,000.00	16,000.00
		52,900.00	42,113.00
		30,000.00	44,000.00
		0.00	22,930.00
		30,000.00	44,000.00
		0.00	32,930.00
		0.00	113,097.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
		0.00	33,284.00
		84,900.00	3,013.00
		30,000.00	44,000.00
		0.00	32,930.00
		0.00	44,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	311,857.00	290,329.00
Goal 2	446,620.00	358,117.00
Goal 3	144,833.00	131,376.00
Goal 4	192,000.00	161,388.00
Goal 5	17,500.00	15,387.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$94,581.00	$94,141.00
Distance Learning Program	$114,650.00	$114,671.00
Pupil Learning Loss	$303,645.00	$187,476.00
Additional Actions and Plan Requirements	$30,000.00	$26,800.00
All Expenditures in Learning Continuity and Attendance Plan	$542,876.00	$423,088.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$40,581.00	$39,593.00
Distance Learning Program	$1,000.00	$1,000.00
Pupil Learning Loss	$3,700.00	$1,265.00
Additional Actions and Plan Requirements	$10,000.00	$10,000.00
All Expenditures in Learning Continuity and Attendance Plan	$55,281.00	$51,858.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$54,000.00	$54,548.00
Distance Learning Program	$113,650.00	$113,671.00
Pupil Learning Loss	$299,945.00	$186,211.00
Additional Actions and Plan Requirements	$20,000.00	$16,800.00
All Expenditures in Learning Continuity and Attendance Plan	$487,595.00	$371,230.00

Local Control 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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

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. One 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 Mount Pleasant After School Program (MPAS) and partnerships with outside agencies. Ida Jew Academy in union with MPESD also provides enrichment opportunities after school and during the summer such as mariachi, ballet folklorico, karate, theater, and sports programs. Current enrollment as of April 12, 2021, is 513, 71 students less than last year's enrollment counts at this time. 86.5 percent Hispanic, 4.8 percent Asian, 1.9 percent White, and 1.5 percent African American. The Ida Jew Academy in association with the MPESD district has an unduplicated disadvantaged student percentage of 86%, where 21% are English Learners, 40% are socioeconomically disadvantaged, and 16% have learning disabilities.

Reflections: Successes

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

In a review of the California School Dashboard, the Ida Jew Academy continues to respond to the data provided in 2019. In reference to the data reflected the school will maximize efforts to address the areas of ELA and Math that will have an impact on student growth towards mastery of the standards. Ida Jew Academy met Standard on all local indicators: Implementation of Academic Standards, Access to a Broad Course of Study, BasicTeachers Instructional Materials/Facilities, Parent and Family Engagement, and Local Climate Survey.

Current testing data for our English Language Learners is not available given that the Governor suspended State testing last academic year. Therefore, the data presented here is based on a comparison from 2017-2018 to the 2018- 2019 academic school year. Our English Language Learners demonstrated improvement based on the 2019 ELPAC and CAASPP test scores. MPESD has redesignated 12.7% of our students since the last ELPAC assessment in 2019 compared to 8.7% in the year 2018-2019. According to the CA School Dashboard, English Language Learners increased by 9.2 points in ELA in 2019 compared to a decline of 9 points in 2018. In the area of Mathematics and According to the CA School Dashboard, English Language Learners increased by 9.2 points in 2019 compared to a decline of 6.1 points in 2018.

Due to the COVID 19 Pandemic, the State of California Cancelled the 2019-20 CAASPP assessments. In 2020-21 Ida Jew Academy administered local district assessments in the fall of 2020 and is in the process of administering the same local assessments in the Spring of 2021 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.

Parent Engagement:
The Ida Jew Academy actively supports parent participation and parent engagement to meet the needs of the learning community. In partnership with our parents and community, we have provided the following to best support and communicate our collaboration. This year in response to the pandemic we were cognizant of the impact of COVID-19 on our students, teachers/staff, and families. In support, Ida Jew Academy endeavored to provide a consistent line of communication reflective of all home languages that included resources, safety, and wellness needs, and access to programs and services. Also, a great deal of our work involved parent outreach of support as most of our parents/guardians expressed individual needs in regards to the level of training of support and resources.

Ida Jew Academy 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, IJA Family Wellness Check-in, bi-weekly "IJA School Community Connection Newsletter" and in-person access to a live person at the school. The school in union with MPESD also provided opportunities to interact with the site and district that included Coffee with the Principal, School Site Council, Parents Teachers Association, Coffee with the Superintendent, Reopening committee, and In-Person Reopening Parent meetings. Ida Jew Academy in union with MPESD provided in person resources for the school community such as monthly food bank access, weekly food distribution (seven days worth of food), COVID-19 testing, access to technology and the internet, and maintain families informed of other resources available within Santa Clara County.

This year in support of our partnership with parents Ida Jew Academy collaborated with MPESD's virtual parent events that included five

Parent information night series covering topics in collaboration with Prevention and Early Intervention (PEI) and local community-based organizations. Topics covered

- Managing Difficult Emotions
- Self-Care, Mindfulness, and Gratitude
- Building Routines
- Parenting and Social Media
- Identifying Anxiety & Depression

Parent outreach also included community development and connection opportunities that supported the family unit and virtual social interactions to help build upon our community's strengths. These events were supported by our Family Case Manager and the district who recruited some of our vulnerable families to participate and included the following activities:

- Zumba, two series of 12 family exercise classes
- Paint nights, 2 family paint nights
- Mindfulness classes
- Cooking classes - series of 5 classes
- Family meal & game night for the Holidays

School Climate

Data collected on school climate for Ida Jew Academy indicated growth was made this year in a number of areas, even though students and staff were in distance learning. Results of the Wested Climate Surveys administered to Students, Parents and Staff indicate that 77% of fifth-graders report a high level of adults have High expectations of students at the school, and 76% reported that they want to do their best. These percentages are down slightly(-2%, -1%) from the previous year. While 71% of seventh-grade students report a high level of adults have High expectations of students at school, but only 38% report adults have High expectations of students at school, A high percentage of Parents (84%) also responded that they agreed with the Pandemic-related teacher instruction and (74%) agreed with the Pandemic-related school-parent communication provided. District staff (100%) report that schools are a supportive place for students to learn. Parents (93%) believe that their school promotes respect for all cultural beliefs and practices.

In regards to school safety, Ida Jew Academy Staff (100%), Parents (100%), and Students (Less than 10 students responded) 5th grade and 7th grade, feel that Ida Jew Academy is safe for students. In addition, District data included the following Staff (91%), Parents (91%), and students (86% 5th grade, 69% 7th Grade) who responded that “All students are treated with respect.” A high percentage of District staff (98%) reported that schools foster an appreciation of student diversity, Although schools were in distance learning, a high percentage of respondents feel school sites have “clean and well-maintained facilities,” (86% parents, 91% Staff, Students feel the schoolyard and buildings are clean and in good condition most or all of the time (46% of 7th grade). Results showed a significant improvement in keeping parents informed and parents feeling welcome to participate in school. Student results indicate a significant increase in students reporting high levels of fairness and respect for diversity and books and lessons including examples of my race ethnicity 20 points each.

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 2019 CA School Dashboard the District's overall performance indicator for English Language Arts and Mathematics was Orange. In ELA the numerically significant subgroups of students with a "Red" or "Orange" indicator were Students with Disability for both ELA and Mathematics and Orange for Mathematics for the White subgroup. Although Students with disabilities the performance level stayed "Red" there were a total of 38 students in this subgroup.

Addressing the Academic Needs:
The Ida Jew Academy in union with the district is planning to do the following to address low performance and Learning Loss due to the pandemic:

- Hire a teacher 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
- Learning Loss Opportunity Funds
- Paraprofessional ($29,457)
- Homeless students ($4,800)
- Purchase and implement an intensive intervention curriculum to address phonological awareness, phonics, and other early literacy skills for students who may have significant gaps in these foundational reading skills.
- Purchase standards-based adopted materials for all subjects, many materials were sent home during virtual learning, Ida Jew Academy anticipates that a large amount of these materials will need to be replaced, in addition, Ida Jew Academy is also purchasing the

materials to support the MPESD new science adoption.

- Purchase supplemental internet-based applications that were used during virtual learning and 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.

Engagement LCAP Goal: Create a safe and supportive learning environment at all school sites where students attend and are connected to their school.

School Climate
Areas for growth identified on the Wested Climate surveys administered to students (CHKS), parents, and staff, including providing opportunities for meaningful participation for students; (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 increases in the percentage of students experiencing chronic sadness/hopelessness(38%) or that have considered suicide in the last 12 months (18%). 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 (52%) 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. Also identified as a significant concern by parents student motivation.

Suspensions: According to the 2019 CA Dashboard information, the overall performance level for suspension rates for the IJA 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 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% MPESD will implement positive behavior interventions & supports (PBIS) to prevent and find positive interventions to reduce suspensions at the school.

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 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.

To increase student attendance and engagement Ida Jew Academy will:

- Partner with City Year to provide mentoring and academic support to High-risk students at the middle school.
- The Family Case Manager will monitor attendance and work with families and students to identify resources to help improve attendance in school.
- The Student Advisor will continue to 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.
- . Integrate Mindfulness into the school curriculum to further support students well being and communicate a culture of learning and understanding of being present and how to reflect on successes or demonstrate greater resilience when faced with challenges.
- 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) the school at the beginning and end of year to determine areas for growth.
- Utilize School Counselor and Psychologist to work with students who are disengaged and/or experiencing behavioral health needs including depression or feelings of hopelessness.

In January and February of 2021 CircledUp Education, a contracting agency that is helping to facilitate Ida Jew Academy and the MPESD district 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 in order 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 Student's 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 school in union with MPESD will continue to contract with CircleUp Education to facilitate the work that committee members will be engaged in to implement systemic change, for example, some members of the DEIB committee will be working on project-based units for Black History, others will be gathering resources to augment the curriculum make it more culturally relevant for the students in the district. Other committee members will be working to develop a district plan of outcomes to address systemic issues of racism, inequalities, and exclusion. Professional Development will be provided to administrators and addressing incidents of discrimination, bias or racism and provide professional development to school staff regarding identifying implicit bias, micro-aggressions, and conducting community circles in the classroom.

Parent Engagement
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 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 on reading at grade level, DELAC/ELAC Parents recommended that schools meet with students who are identified as Long Term English learners on a regular basis to inform them of their progress and identify a plan of action to move students towards obtaining proficiency in the English language in order to be reclassified. DELAC/ELAC parents also asked to have on-site mini Parent Academic Fairs, but also include opportunities for parents to participate virtually. Parents on the District's LCAP/Budget Advisory committee identified the need to teach students to become more independent and build student agency by teaching organizational skills, test-taking strategies, how to seek help when needed, and teaching social-emotional skills to cope and manage everyday stress or traumatic experiences. A technology literacy training for parents to help support their students and have greater access to school and community resources (internet, devices, social media).

Based on the input received, Ida Jew Academy is planning to work with the MPESD to do the following to improve parent engagement:

- 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.
- Trainings will be held in person as well as virtually.

- 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 understanding the supports available for students in the district to provide additional access to grade-level content.
- The school will meet annually with parents of students to 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 language immersion) parents to communicate expectations of a Dual Immersion program and to provide strategies on how parents can assist their students to become successful multilingual and bi-literate students.

The school 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

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 committee 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 proposed 2020-21 LCAP will be composed of three goals instead of five previously. The 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Ida Jew Academy stakeholders engagement took place 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 3/1, 3/11, 3/20, 3/30, 4/12, 5/10, and May 25.
- Two additional meetings took place with the ELAC/DELAC (1/29 and 4/30) 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
- Additional parent feedback was collected through the Wested School Climate Parent Survey distributed to all parents in the district
- The district also collected parent feedback through discussions, and Google forms to capture parents' suggestions and recommendations.

Student feedback was collected:

- Through the Wested CA Healthy Kids Survey (CHKS); the survey is administered annually.
- Additional student feedback was gathered by conducting focus groups with grades six through eighth grade level. The Focus group was intentionally made up of a diverse group of students representing different perspectives and experiences

Staff input was gathered:

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

Participation in the LCAP Committee

Board Hearing (6/9/2021)
Board Approval (6/23/2021)

A summary of the feedback provided by specific stakeholder groups.

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 Reading workshops for parents to support students who are not reading at grade level, DELAC/ELAC Parents recommended that schools meet with students who are identified as Long Term English learners on a regular basis to inform them of their progress and identify a plan of action to move students towards obtaining proficiency in the English language in order to be reclassified. DELAC/ELAC parents also asked to have on-site mini Parent Academic Fairs, but also include opportunities for parents to participate virtually. Parents on the District's LCAP/Budget Advisory committee identified the need to teach students to become more independent and build student agency by teaching organizational skills, test-taking strategies, how to seek help when needed, and teaching social-emotional skills to cope and manage everyday stress or traumatic experiences. A technology literacy training for parents to help support their students and have greater access to school and community resources (internet, devices, social media). The school will also monitor communication needs for different languages other than English and Spanish as needed during parent workshops to provide access to parents who may speak other languages.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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:

- 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.
- Trainings will be held in person as well as virtually.
- 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 understanding the supports available for students in the district to provide additional access to grade-level content.
- Ida Jew Academy will meet annually with parents of students to 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 to become successful multilingual and bi-literate students.

The school will also monitor communication needs for different languages other than English and Spanish as needed during parent workshops to provide access to parents who may speak other languages Ida Jew Academy will have parent workshops for ALAS (dual language immersion) parents to communicate expectations of a Dual Immersion program and to provide strategies on how parents can assist their students to become successful multilingual and bi-literate students.

The school 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. Although CAASPP results indicated the English Language Arts is 20.8 points below standard it is the goal to improve in this area. In Mathematics, the students are 37.4 points below standard; it is also the goal to improve in this area making gains for all subgroups to move towards meeting standard on CAASPP assessments. 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.				The 2023-24 school year's desired outcome is to have at least 55% of the students meeting or exceeding standard in English Language Arts and no subgroup of students with a "Red" or "Orange" performance level. In Mathematics, the desired outcome is to have at least 45% of the students meeting or exceeding standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					and no subgroup of students with a "Red" or "Orange" performance level.
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.				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 maintain an ELPI level of 1, 2L, 2H, 3L, or				The Goal for 2023 will be to have 55% of English Learners making progress towards English language proficiency. Decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from 25.4% to 23.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3H.				
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.				Continue to meet standar for Access to Broad Course of Study using the Self Reflection Tool.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$12,000.00	Yes
2	Intervention Support During the School Day	Fund two paraprofessionals 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.	$112,309.00	Yes
3	Extended Learning Support Beyond the Regular School Day	Expand the opportunities for Extended Learning (Before School, After School, and Extended Year). Continue to prioritize students who are Low income, English Learners, Foster Youth, and Homeless students who are at risk to have priority to enroll in the ASES After School Program (MPAS) and provide	$29,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional tutoring support in small groups to complete homework assignments and provide small-group intervention support.		
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 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.	$14,854.00	Yes
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 as feedback is still being gathered from teachers, regarding usage, alignment and student outcomes. Below are some possible examples of the software applications being considered: • "Zearn" - supports math instruction and differentiation • "Reading A-Z", (provides students practice reading at their instructional level with comprehension activities); • "Studies Weekly" or similar programs augment the opportunity for students to engage with multiple sources of information to go deeper and learn more about a particular subject or topic.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• "Newsela" - provides differentiated practice for students in grades 3-8 to read current events using assistive technology and universal access so all students can engage with the same content 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. Additional professional development or training will be provided to support teachers and other school staff, parents, and students in the use of supplemental instructional supports. 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 help them embed the technology resources to improve student access, learning 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.		
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	$66,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. 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.	$144,107.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.				Continue to have zero Williams out of compliance findings.
Data on Teacher retention	Although the data below is for the MPESD, the district				Decrease the percentage of teachers who resign

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 who decided to leave our schools were due				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
	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 Implementation of Academic Content Standards.	For the 2020-21 school year, using the Self-Reflection Tool, the District met standard.				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
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.				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
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.	$33,331.00	Yes
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.	$49,263.00	Yes
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.	$2,679.00	Yes
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. Out attendance area was one of the hardest hit with COVID positive cases, it is essential that we continue to provide personal protective equipment to our most vulnerable populations (English Learners, Foster Youth, Homeless, and Low Income) to build confidence in our	$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, parents, and staff that schools are safe to return for in-person learning. Additional emergency preparedness and safety materials will be purchased to support student safety.		
5	Access to Standard Based Curriculum	Purchase of New Science Adoption aligns with the most recent State adopted science standards for kindergarten to eighth grade. The District is also considering a New History-Social Studies curriculum; this may be a one-year emergency adoption or a permanent one. The District will be purchasing the essential recommended program components using state and local resources. The District will also 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 have access to supplemental materials to enhance and ensure access to grade-level content.	$160,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

Areas for growth identified on the Wested Climate surveys administered to students (CHKS), parents, and staff, including 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 increases in the percentage of students experiencing chronic sadness/hopelessness (50% sixth graders, 33% 7th graders, and 46% 8th graders) or that have considered suicide in the last 12 months (18% 8th graders). 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(40% 6h graders, 24% 8th graders). Bullying has been identified as an area for improvement; especially as students return in person. Last year, 2019, only 51% of 7th graders and 36% of 8th graders reported an anti-bullying school climate. Parents (29%) and middle school staff (70%) indicate bullying is a moderate to a severe problem for students. Also identified as a significant concern by parents student motivation and student connectedness to school.

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 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%. Ida Jew Academy will implement positive behavior interventions & supports (PBIS) to prevent and find positive interventions to reduce suspensions at the school.

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 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.

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, and diversity, inclusion and belonging and learning to facilitate class meetings and focus groups to provide more opportunities for meaningful student engagement, especially for Unduplicated students, holding anti-bullying rallies and assemblies and hiring campus supervisors and a student advisor to support students. Family Case managers will also be working with identified students' families to provide outreach support to connect them to additional services if needed.

In January and February of 2021 CircledUp Education, a contracting agency that is helping to facilitate the District's DEIB (Diversity, Equity, Inclusion, and Belonging) conducted focus groups with certificated staff, classified staff, and students. The findings from these focus groups identified the following areas that need improvement in order 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 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 improvement is to increase the percentage of parents participating in school and district events; on average we have 20% of our parents participating. We saw an increase in parent participation when meetings or events took place virtually. We will continue to monitor parent participation using the number or percentage of parents that complete the surveys/feedback forms or attend district events. Based on participation in meetings and those that responded to the parent survey, the parents that are currently engaged do not fully represent our community, only 50% of respondents were Hispanic, only 55% reported low-income status, and only 14% were English learners. While MPESD is working to increase the engagement of all parents, it is especially important that we increase the engagement of parents of English learners, Homeless, and low socio-economic status.

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				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
	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 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				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 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.				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%; 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%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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				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/hopelessne ss from by 5% or more, at each grade level, 5th 50% to 45% 33% to 27% or less, 7th grade 33% to 27% and 8th grade, 46% to 41%. 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
	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 (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.				Maintain rate of 0% expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	The Ida Jew's average daily attendance is				Increase or maintain the average daily attendance rate.

Actions

Action #	Title	Description	Total Funds	Contributing
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. 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, 1.5 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.	$95,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2	Improve Student Engagement and Attendance	Continue to fund the position of Student Advisor (1 FTE) to coordinate 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. Contract with City Year 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. This action will improve Student Engagement for all students but especially for English Learners, Foster Youth, Homeless, and Low Income by continuing to fund the Student Advisor position and offering mentoring support (City Year) and social and emotional support (implementation of CRE)	$195,034.00	Yes
3	Improve School Climate	Continue 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) Continue to collect data on school climate by annually administering the WestEd School Climate Surveys/California Healthy Kids	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Survey(CHKS) for students, staff, and parents to evaluate school climate, monitor growth on goals and identify areas of improvement. Contract with CircleUp Education to facilitate the monthly MPESD DEIB Advisory Committee meetings. The goal of the Advisory Committee is to identify and provide feedback to address systemic issues related to Diversity, Equity, Inclusion, and Belonging (DEIB). For example, some members of the DEIB committee will be working on project-based units for Black History, other committee members will be gathering resources to augment the District adopted curriculum to make it more culturally relevant for the students in the district. Other committee members will be working to develop a district plan to address systemic issues of racism, inequalities, and exclusion. CircleUp Education will also provide training for all district staff.		
4	Parent Engagement	Increase parent engagement of students who are English Learners, Foster Youth, Homeless, and Low Income. Provide academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources 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 Managers and Counselors will continue to provide workshops for parents - Social Emotional Learning and reinforcing positive behavior expectations.	$18,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
5	Parent Engagement	Continue to increase parent engagement of students who are English Learners, Foster Youth, Homeless by improving communication. 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 outside the workday	$28,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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		
6	Parent Engagement	Continue to increase parent engagement of students who are English Learners, Foster Youth, Homeless by supporting parents to have access to technology and instructional platforms to support their students. Increase work year for Tech Support Staff to provide 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.	$17,471.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.25%	$820,678

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 1 - 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. ($12,000)

Goal 1: Action 2 - Fund two paraprofessionals 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)

Goal 1: Action 3 - Expand the opportunities for Extended Learning (Before School, After School, and Extended Year). Continue to prioritize students who are Low income, English Learners, Foster Youth, and Homeless students who are at risk to have priority to enroll in the ASES After School Program (MPAS) and provide additional tutoring support in small groups to complete homework assignments and provide small-group intervention support. ($29,796)

Goal 1: Action 4 - 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 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. ($14,854)

Goal 1: Action 5 - 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. 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.($30,000)

Goal 1: Action 6 - 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. ($66,490)

Goal 1: Action 7 - 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. ($144,107)

Goal 2: Action 1 - The district 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. ($33,331)

Goal 2: Action 2 - 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. ($ 49,263)

Goal 2: Action 3- Continue to provide internet and technology devices to students (English Learners, Foster Youth, Homeless, and Low Income) that need access. ($20,000)

Goal 2: Action 4- 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. Out attendance area was one of the hardest hit with COVID positive cases, it is essential that we continue to provide personal protective equipment to our most vulnerable populations (English Learners, Foster Youth, Homeless, and Low Income) to build confidence in our students, parents, and staff that schools are safe to return for in-person learning. ($42,000)

Goal 2: Action 5- The District will be purchasing the essential recommended program components using state and local resources. The District will also 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 have access to supplemental materials to enhance and ensure access to grade-level content. ($ 160,000)

Goal 3: Action 1- Provide support to families of 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. ($ 95,875)

Goal 3: Action 2- Improve Student Engagement for all students but especially for English Learners, Foster Youth, Homeless, and Low Income by continuing to fund the Student Advisor position and offering mentoring support (City Year) and social and emotional support (implementation of CRE). ($195,034)

Goal 3: Action 3- Improving school climate will prove attendance, engagement, and student's academic achievement, especially for English Learners, Foster Youth, Homeless, and Low Income who seem to be highly impacted by having an unsafe learning environment. ($230, 945)

Goal 3: Action 4- Increase parent engagement of students who are English Learners, Foster Youth, Homeless, and Low Income. Provide academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources to help meet the needs of their students. Training will be available in person and also virtual. ($18,427)

Goal 3: Action 5- Continue to increase parent engagement of students who are English Learners, Foster Youth, Homeless by improving communication. ($28,305)

Goal 3: Action 6- Continue to increase parent engagement of students who are English Learners, Foster Youth, Homeless by supporting parents to have access to technology and instructional platforms to support their students. ($17,471)

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 by19.25%. Most services are provided districtwide or schoolwide since the unduplicated count is _____.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$820,678.00	$169,263.00	$13,000.00	$109,000.00	$1,111,941.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$674,287.00	$437,654.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Two Way Dual Language Immersion	$12,000.00				$12,000.00
1	2	English Learners Foster Youth Low Income	Intervention Support During the School Day	$112,309.00				$112,309.00
1	3	English Learners Foster Youth Low Income	Extended Learning Support Beyond the Regular School Day	$29,796.00				$29,796.00
1	4	English Learners Foster Youth Low Income	Building teacher and administrative efficacy	$14,854.00				$14,854.00
1	5	English Learners Foster Youth Low Income	Supplemental Instructional Curriculum and supplies	$30,000.00				$30,000.00
1	6	English Learners Foster Youth Low Income	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	$66,490.00				$66,490.00
1	7	English Learners Foster Youth Low Income	Prepare Students for College and Career Readiness	$144,107.00				$144,107.00
2	1	English Learners Foster Youth Low Income	Maintain and recruit qualified and experienced teachers	$33,331.00				$33,331.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Support teachers new to the teaching profession.		$49,263.00			$49,263.00
2	3	English Learners Foster Youth Low Income	Internet access and technology Devices	$2,679.00				$2,679.00
2	4	English Learners Foster Youth Low Income	Safe School Facilities				$42,000.00	$42,000.00
2	5	English Learners Foster Youth Low Income	Access to Standard Based Curriculum	$20,000.00	$120,000.00		$20,000.00	$160,000.00
3	1	English Learners Foster Youth Low Income	Provide Support to Families of Most Vulnerable Student Subgroups	$95,875.00				$95,875.00
3	2	English Learners Foster Youth Low Income	Improve Student Engagement and Attendance	$162,034.00		$9,000.00	$24,000.00	$195,034.00
3	3	English Learners Foster Youth Low Income	Improve School Climate	$48,000.00			$12,000.00	$60,000.00
3	4	English Learners Foster Youth Low Income	Parent Engagement	$3,427.00		$4,000.00	$11,000.00	$18,427.00
3	5	English Learners Foster Youth Low Income	Parent Engagement	$28,305.00				$28,305.00
3	6	English Learners Foster Youth Low Income	Parent Engagement	$17,471.00				$17,471.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$820,678.00	$1,111,941.00
LEA-wide Total:	$808,678.00	$1,099,941.00
Limited Total:	$29,796.00	$29,796.00
Schoolwide Total:	$12,000.00	$12,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Two Way Dual Language Immersion	Schoolwide	English Learners Foster Youth Low Income	All grades	$12,000.00	$12,000.00
1	2	Intervention Support During the School Day	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,309.00	$112,309.00
1	3	Extended Learning Support Beyond the Regular School Day	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$29,796.00	$29,796.00
1	4	Building teacher and administrative efficacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,854.00	$14,854.00
1	5	Supplemental Instructional Curriculum and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
1	6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,490.00	$66,490.00
1	7	Prepare Students for College and Career Readiness	LEA-wide	English Learners Foster Youth	All Schools	$144,107.00	$144,107.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	1	Maintain and recruit qualified and experienced teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,331.00	$33,331.00
2	2	Support teachers new to the teaching profession.	LEA-wide	English Learners Foster Youth Low Income	All Schools		$49,263.00
2	3	Internet access and technology Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,679.00	$2,679.00
2	4	Safe School Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$42,000.00
2	5	Access to Standard Based Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$160,000.00
3	1	Provide Support to Families of Most Vulnerable Student Subgroups	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,875.00	$95,875.00
3	2	Improve Student Engagement and Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,034.00	$195,034.00
3	3	Improve School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,000.00	$60,000.00
3	4	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,427.00	$18,427.00
3	5	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,305.00	$28,305.00
3	6	Parent Engagement	LEA-wide	English Learners Foster Youth	All Schools	$17,471.00	$17,471.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.