

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EJE Elementary Academy

CDS Code: 37-6799-10108563

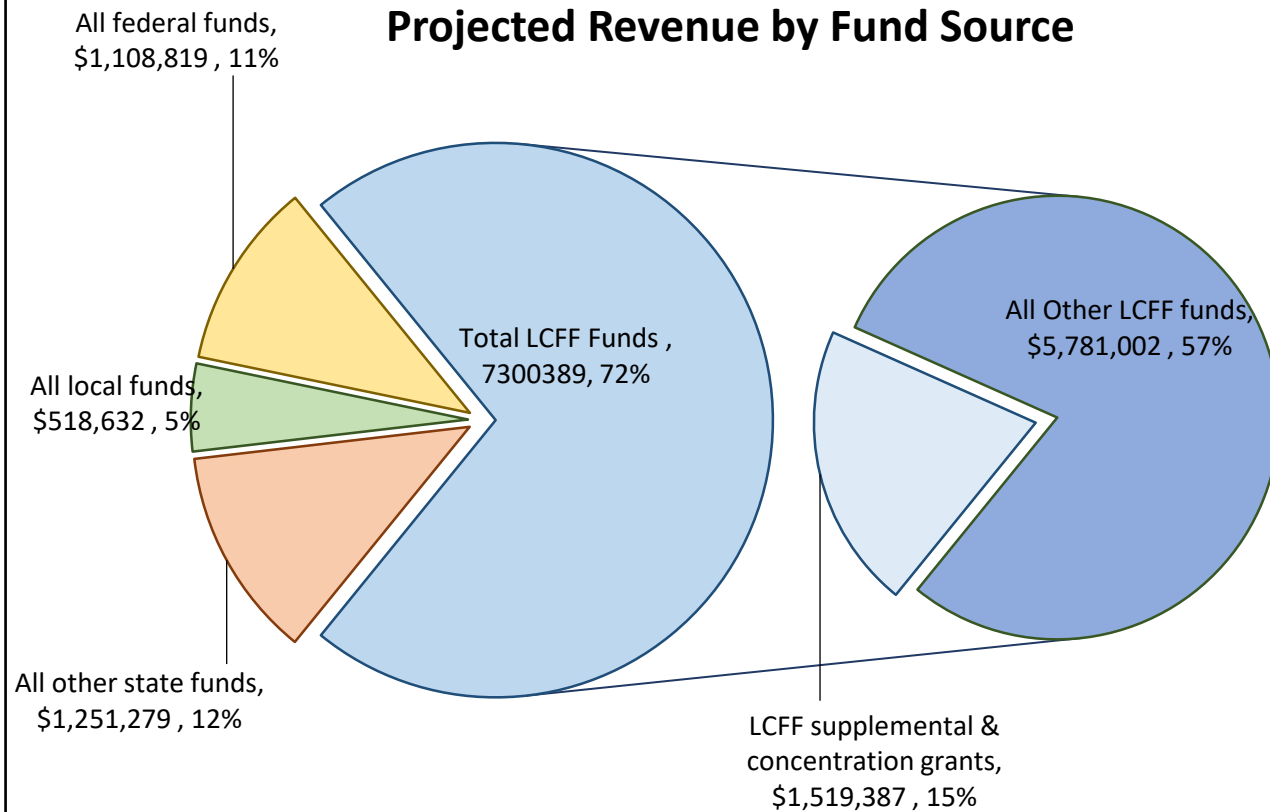
School Year: 2023-2024

LEA contact information: Janet Vasquez

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

## Budget Overview for the 2023-2024 School Year

### Projected Revenue by Fund Source

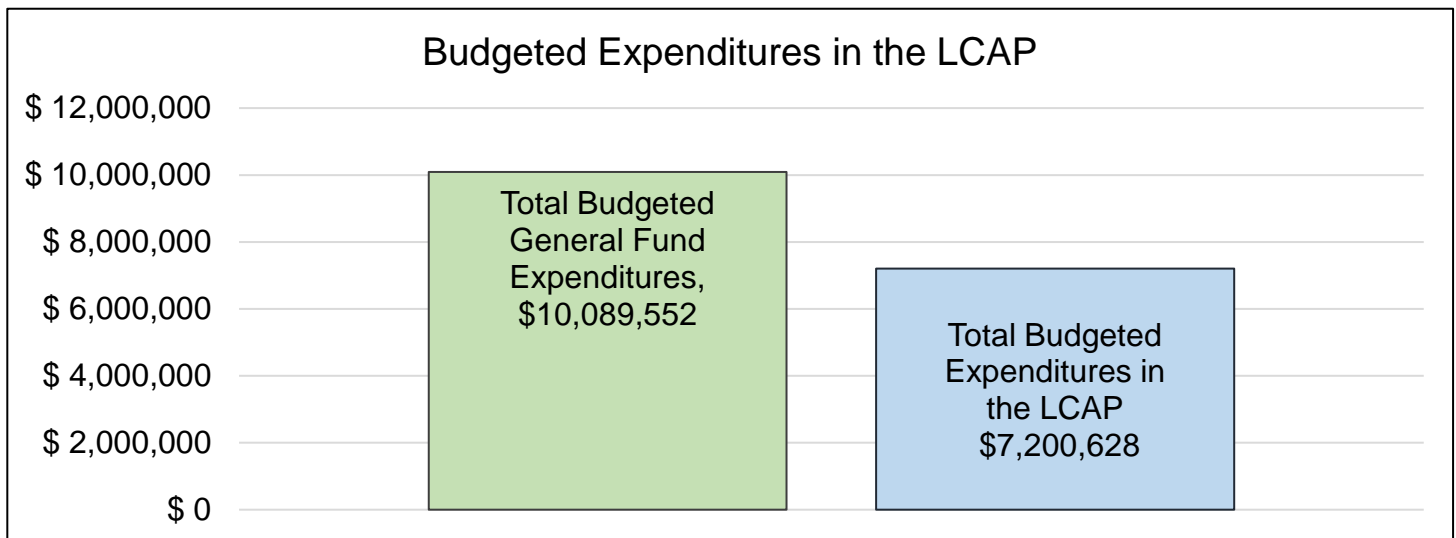


This chart shows the total general purpose revenue EJE Elementary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EJE Elementary Academy is \$10,179,119.00, of which \$7,300,389.00 is Local Control Funding Formula (LCFF), \$1,251,279.00 is other state funds, \$518,632.00 is local funds, and \$1,108,819.00 is federal funds. Of the \$7,300,389.00 in LCFF Funds, \$1,519,387.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much EJE Elementary Academy plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EJE Elementary Academy plans to spend \$10,089,552.00 for the 2023-2024 school year. Of that amount, \$7,200,628.00 is tied to actions/services in the LCAP and \$2,888,924.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

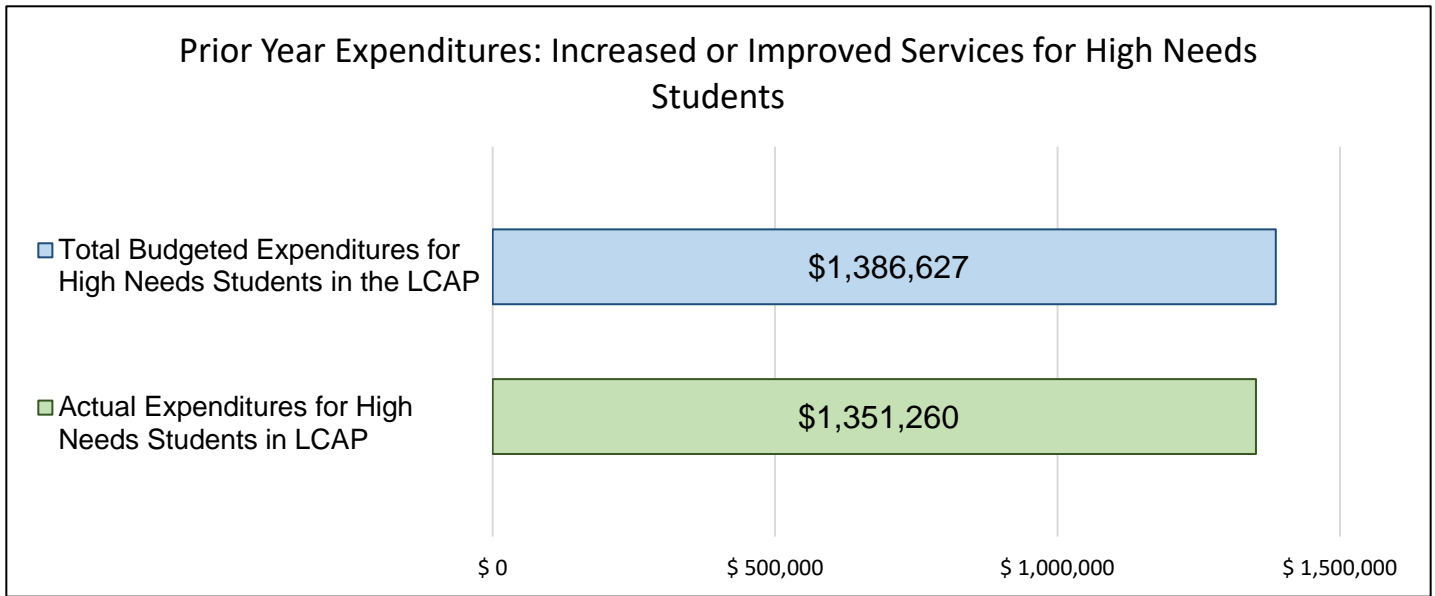
1. General operations and administration personnel, such as office staff, non-instructional administrative staff, and campus support staff.
2. General operational expenses such as audits, legal, insurance, outreach, and board expenses.
3. Some costs associated with the facility, such as utilities and repairs, and some supply and equipment costs.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, EJE Elementary Academy is projecting it will receive \$1,519,387.00 based on the enrollment of foster youth, English learner, and low-income students. EJE Elementary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. EJE Elementary Academy plans to spend \$1,524,051.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what EJE Elementary Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EJE Elementary Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, EJE Elementary Academy's LCAP budgeted \$1,386,627.00 for planned actions to increase or improve services for high needs students. EJE Elementary Academy actually spent \$1,351,260.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of \$35,367.00 had the following impact on EJE Elementary Academy's ability to increase or improve services for high needs students:

The 2022-23 budget for the school expected approximately 23 students (ADA) more than what actually enrolled and attended. This led to a decrease in the LCFF funds overall, including a decrease in the Supplemental & Concentration funding. All the Supplemental & Concentration funding which is expected to be received for the year to support high needs students has been spent on increasing and improving services for that group of students, so there is no negative impact.

# Local Control and Accountability Plan

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

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

## Plan Summary 2023-24

### General Information

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

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

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

EJE Elementary Academy is a WASC-accredited public charter school currently serving 564 students in grades TK-5 with student demographics that include: 93% Hispanic, 4% White, 2% African American, 1% Two or More Races, 50% English Language Learners, 12% Students with Disabilities, and 70% Socioeconomically Disadvantaged.

#### MISSION

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

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

- Justice in education is achieved through expanded parental choice, curriculum accessibility, valuing diversity, providing educational opportunities, empowering of the individual and the community we serve and providing a proactive ideology that stems from love for the children we serve.

- Service is exemplified in our individual commitment to our students, teaching by example, demonstrating by giving of ourselves, developing, and practicing not only positive character but also leadership skills to our students. Most importantly, we believe in building on prior knowledge to bring out the gifts students already possess to change the world.
- Excellence is embodied in our academic achievement and character development focus to create a positive school culture, in setting daily positive affirmations of high expectations, and in our daily encounters with the community we serve. EJE Elementary Academy is a learning community where learning needs are met, resources are provided, creativity is embraced, identities are enhanced, and potentials are unlocked for all students.

Our school serves a highly vulnerable community that has been devastated by the pandemic. Many of our students/families have faced housing, and food insecurity, toxic stress and mental abuse in households, families that have been separated due to immigration, death due to COVID-19, family separation, divorce, and job loss. Therefore, our school applied for the CA Community School Planning Grant to provide the essential resources to fully implement a Community School to effectively address student, family and staff needs & in response to the challenges posed by the pandemic to support the success of all students.

The vision for our Community School will take a “whole child approach” that integrates the academic, social-emotional, and mental health development and needs of our students. We envision that our Community School will promote equity for all students through the 4 pillars: community engagement, whole-child approach to learning, opportunities for deeper learning, and collaborative leadership. It will reflect the neighborhood and people we serve and our multi-faceted approach will integrate school resources, in partnership with community-based organizations, local agencies, and Institutes of Higher Education to promote and ensure student success. It will reflect a shared vision of all students, parents, educators, and the community as a whole.

As a recipient of the MTSS SUMS Phase 3 Grant, our school is engaging in comprehensive MTSS training with an equity lens to improve the delivery of services and schoolwide practices, and further reinforces our schoolwide commitment to proven strategies that address academic, social-emotional, behavioral, and mental health needs, in partnership with the San Diego County Office of Education (SDCOE) MTSS Community of Practice (CoP).

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

# Reflections: Successes

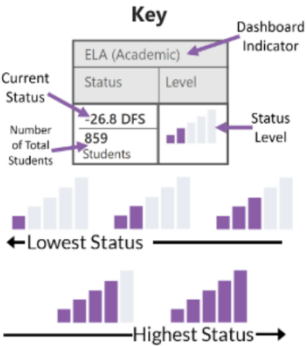
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects EJE Elementary Academy’s performance on the 2022 CA School Dashboard by Indicator.



## EJE Elementary Academy Charter

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



### Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	39.3% n=191		-59.7 dfs n=239		-89.9 dfs n=239		0.5% n=570		21.6% n=560			
Student Program												
English Learner	39.3% n=191		-71 dfs n=169		-96.2 dfs n=169		0.7% n=295		23.7% n=291			
Foster Youth			n=2		n=2		n=2		n=2			
Homeless Youth												
Socioeconomically Disadvantaged <b>ATSI</b>			-70.6 dfs n=185		-101 dfs n=185		0.7% n=421		23.7% n=414			
Students with Disabilities <b>ATSI</b>			-110.8 dfs n=28		-142.3 dfs n=28		2.5% n=80		25.6% n=78			
Student Race/Ethnicity												
Black/African American			n=7		n=7		0% n=11		45.5% n=11			
American Indian or Alaska Native												
Asian							n=2		n=2			
Filipino			n=2		n=2		n=2		n=2			
Hispanic			-65.2 dfs n=216		-92.4 dfs n=216		0.6% n=526		22.3% n=516			
Pacific Islander							n=1		n=1			
White			-18.6 dfs n=12		-85.8 dfs n=12		0% n=21		4.8% n=21			
Multiple Races/Two or More			n=2		n=2		n=7		n=7			

EJE Elementary Academy is proud of the following accomplishments from the 2022 CA School Dashboard and local data:

- “Very High” performance level for the Suspension Rate indicator: schoolwide (all students) (0.5%)
- “High” performance level for the Suspension Rate indicator student groups: English Learner (0.7%), Socioeconomically Disadvantaged (0.3%), and Hispanic (0.6%); and “Medium” performance level for the Students with Disabilities (2.5%)
- All Local Indicators earned a “Standards met” on the 2022 CA School Dashboard.

## 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.

EJE Elementary Academy has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- “Low” performance level for the English Learner Progress Indicator (ELPI): 39.3%
- “Low” performance level for the English Language Arts (ELA) Indicator all students (-59.7.1dfs) and the Hispanic student group (-65.2dfs)
- “Very low” performance level for the English Language Arts (ELA) Indicator for the following student groups: English Learners (-71dfs) and Socioeconomically Disadvantaged (-70.6dfs)
- “Low” performance level for Math Indicator all students (-89.9dfs) and the Hispanic student group (-92.4dfs).
- “Very low” performance level for the Math Indicator for the following student groups: English Learners (-96.2dfs) and Socioeconomically Disadvantaged (-101dfs)
- “Very low” performance level for the Chronic Absenteeism Indicator all students (21.6%) and the following student groups: English Learners (23.7%); Socioeconomically Disadvantaged (23.7%), Students with Disabilities (25.6%), and Hispanic (22.3%).

**English Language Arts & Mathematics:** EJE Elementary Academy conducted a comprehensive needs assessment reviewing and analyzing multiple types of data; and assessing our overall educational and instructional program, to identify areas for growth. A significant area of need is to establish consistent standards-based instruction at all grade levels. This is in part due to the teacher turnover rates post-pandemic; combined with a shift to addressing learning loss, high chronic absenteeism rates due to the pandemic.

- NWEA MAP results this past school year reflect significant growth.
  - Reading: A comparison of fall to spring MAP – demonstrates growth norm was met for grades 2-4

- Math: A comparison of fall to spring MAP – demonstrates growth norm was met for grades 2-4.
- Students with Disabilities (SWD) made significant growth across all grade levels in both reading and math as evidenced in the charts.

2022-23 NWEA MAP RESULTS: READING																	MAP GROWTH NORM Fall to Spring 2023	
GRADE LEVEL	FALL 2022				WINTER 2023				SPRING 2023				MEAN RIT GROWTH					
	MEAN RIT	EL	SED	SWD	MEAN RIT	EL	SED	SWD	MEAN RIT	EL	SED	SWD	OVERALL	EL	SED	SWD	MEAN	SD
GRADE 2	158.2	150	154.8	146.6	165.7	158.9	163.3	152.1	171	163.4	167.8	156.2	14	13.4	13	9.6	13.22	7.77
GRADE 3	173.9	164.4	171.2	156.6	178.4	167.6	175.6	166.1	183.7	173.7	181.5	167.4	10	9.3	10.3	10.8	10.5	7.77
GRADE 4	179.1	171	176.9	172.1	185.5	178.2	184.9	177.1	193.3	188	193.1	189.2	14	17	16.2	17.1	8.16	7.53
GRADE 5	194.4	184.5	192	182.5	194.6	184.9	192.1	188.3	197.8	188.1	194.6	191.5	3	3.6	2.6	9	6.5	7.49

2022-23 NWEA MAP RESULTS: MATH																	MAP GROWTH NORM Fall to Spring 2023	
GRADE LEVEL	FALL 2022				WINTER 2023				SPRING 2023				MEAN RIT GROWTH					
	MEAN RIT	EL	SED	SPED	MEAN RIT	EL	SED	SPED	MEAN RIT	EL	SED	SPED	OVERALL	EL	SED	SWD	MEAN	SD
GRADE K	137.5	137.1	137.5	*	145.8	146.2	146.9	*	152.2	151.6	151.2	*	15	14.5	13.7	*	17.54	6.63
GRADE 1	149.2	147.3	150.4	140.5	154.7	152.7	154.7	148.6	162.1	159.4	162.3	155.2	13	12.1	11.9	14.7	16.35	6.81
GRADE 2	163.4	158.9	162.2	150.1	169.9	167.9	169.4	157.2	176.2	171.9	174.9	160.8	14	13	12.7	10.7	14.38	6.54
GRADE 3	176.1	169	173.4	*	181.6	174.6	179.2	*	186	178.3	183.5	*	10	9.3	10.1		12.6	6.26
GRADE 4	187.2	180.9	185.8	178.9	191.2	187	190.6	185.3	196.2	191.2	195.3	193.4	10	10.3	9.5	14.5	10.96	6.24
GRADE 5	197.2	190.1	196	188.8	199.6	193.6	198.8	194.8	202.3	195.8	201.1	198.7	5	5.7	5.1	9.9	9.61	6.53

EJE Elementary Academy has identified the following prioritized needs:

- Continue to provide instructional coaching – focusing on standards-aligned units, implementing standards-aligned formative and summative assessments
- Need for extensive training on integrated ELD while strengthening the delivery of designated ELD to improve English Language proficiency, improve reclassification rates and overall ELPI indicator status.
- Need to strengthen the delivery and quality of Tier 1 and 2 interventions
- Develop a comprehensive Attendance Plan to further reduce chronic absenteeism in collaboration with our MTSS & Leadership Team; that will be presented to all educational partners prior to the start of the school year for implementation in the 2023-24 school year.

Annually our school conducts a comprehensive needs assessment collecting, disaggregating, reviewing, and analyzing multiple types of state, and local data to assess and evaluate our schoolwide and organization-wide practices and program efficacy; in addition to progress monitoring and program evaluation. In addition, the needs assessment is used to evaluate the use of federal, including Title Funds, federal and state one-time funds, state (LCFF funds) and its impact on student outcomes and schoolwide goals. We solicit the input of our educational partners in the annual review of the LCAP and with the development of the 2023-24 LCAP, this includes feedback from our weekly staff/professional development, Leadership team meetings; including the allocation of Title Funds which are included in our LCAP. We assess the various evidence-based practices, tiered intervention programs, and evidence based strategies and use data to evaluate areas of strength, areas for growth, including whether programs/services were effectively implemented with fidelity to achieve our LCAP/schoolwide goal.

Through the use of multiple types of formative and summative data, teachers are able to make data-driven decisions including changes to their lessons, delivery of instruction, use of support staff and/or intervention programs/materials to name a few.

As part of the ATSI Planning we utilized the Alliance for Resource Equity toolkit, [The Education Combination: 10 Dimensions of Education Resource Equity](#) to Unlock Opportunities for Every Student. We identified the following resource inequities contributing to our gaps, and we will collaborate with our educational partners to improve education resource equity for all students in alignment with our MTSS and Community Schools Initiatives to ensure we provide the right combination of supports to address each child's unique needs so that they can achieve.

- **Teacher Quality & Diversity:** Our teachers have varying level of experience. EJEAA provides numerous coaching opportunities including financial support for new teachers clearing their credential; and robust professional development to support the learning needs of our teachers and build capacity and expertise.

- **Instructional Time & Attention:** Special attention is given to planning at the beginning of the year to create a pacing/instructional guide with the intent of covering all needed curriculum before the end of the year. This can sometimes be a struggle when we incorporate holidays, shortened days, student and teacher absences, and time for reteaching. Through our expanded learning opportunities Program, we aim to further accelerate student learning through the after school programming and additional non-instructional days (intersession and summer programming).

- **High quality early learning** – As a result of the pandemic many families chose not to send their young child to Preschool fearing contamination and/or of COVID to both the child and the rest of the family. This has resulted in children entering TK/K lacking basic foundational skills, including speaking, oral, and social skills. Most incoming TK/K students have not met the reading developmental milestones

- **Student Supports and Interventions:** Our school provides academic intervention during the instructional day and afterschool through the expanded learning opportunities program (ELOP), however there is a need to further strengthen and systematize our Multi-tiered System of Support (MTSS) for identification, providing services, and measuring progress over 6-8 week cycles, then evaluate impact. The MTSS comprehensive training and coaching will serve to address this issue.

The findings from the comprehensive needs assessment and resource inequity have been embedded throughout the goals and actions in the 2023-24 LCAP and use of state and federal funds to address overall schoolwide, and student needs in addition to the ATSI planning. The 2023-24 LCAP serves multiple purposes addressing the 8 state indicators, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSA, and ATSI Plan requirements into one document for transparency and accessibility for our educational partners.

# LCAP Highlights

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

EJE Elementary Academy was identified as eligible for ATSI based on the 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the [CDE's ATSI Planning Summary](#), a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

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

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

EJE Elementary Academy was also the recipient of the CA Community Schools Partnership Program Planning Grant. The CA Community Schools Planning Project is to acquire the resources; engage in capacity building schoolwide; and develop partnerships with community agencies and organizations in order to create an effective and sustainable implementation plan that (1) addresses the school's local needs in relation to the four pillars of Community Schools and the CA Community Schools Framework (2) leverages existing resources and builds upon new partnerships; (3) aligns with our ongoing efforts involving Multi-tiered System of Supports (MTSS) that address the Four Key Conditions for Learning.

Highlights of EJE Elementary Academy's LCAP align to the CA MTSS Framework and CA Community Schools Framework include the addition of a full-time Community School Coordinator, and ELD Coaching. Through extensive professional development and coaching teachers will implement Intentional standards-aligned planning will continue with the Academic Deans, with a deeper focus on creating and using formative assessments to inform instruction. This will include alignment of Understanding by Design (UbD) lessons, and observations; processing and feedback with regard to alignment; calibration of assessments and rubric-based grading; and data dives with formative and assessment data. Additionally, coaching cycles will be strengthened to support development and practices. In addition, we are providing extensive professional learning for our educators and support staff on MTSS, strategies to support our English Learners and Students with Disabilities.

We will also focus on school culture, and climate which impacts student engagement, attendance and to further reduce chronic absenteeism rates. The Dean of Culture and our counselor will lead the implementation of PBIS and PBIS incentives/rewards and expectations, restorative practices with community circles; embed anti-racist curriculum; and SEL curriculum and practices.

EJE Elementary Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

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

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

EJE Elementary Academy was not eligible for CSI.

## *Support for Identified Schools*

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

Not applicable.

## *Monitoring and Evaluating Effectiveness*

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

Not applicable.

# Engaging Educational Partners

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

EJE Elementary Academy engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principals/Administrators, Executive Director and Leadership team were consulted during in-person weekly leadership team meetings. The LCAP goals and actions were reviewed on a monthly basis by the leadership team, along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources; and the development of the 2023-24 LCAP and ATSI Plan.
- Teachers were consulted during staff development meetings and surveyed twice this year. The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP and ATSI Plan.
- Other School Personnel were consulted bi-monthly during staff meetings. The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP and ATSI Plan.
- Students were consulted via survey (fall & spring). Discussions took place on the LCAP goals, actions, and metrics; and the development of the 2023-24 LCAP and ATSI Plan.
- Parents were consulted in meetings on September 14, 2022, October 19, 2022, December 7, 2021, January 18, 2023, February 15, 2023, March 22, 2023, April 19, 2023, May 17, 2023, Fall Survey, Spring Survey. Discussions took place on the LCAP goals, actions, and metrics; and the development of the 2023-24 LCAP and ATSI Plan.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted in meetings on September 14, 2022, October 19, 2022, December 7, 2021, January 18, 2023, February 15, 2023, March 22, 2023, April 19, 2023, May 17, 2023, Fall Survey, Spring Survey. Discussions took place on the LCAP goals, actions, and metrics; and the development of the 2023-24 LCAP and ATSI Plan.
- ELAC/DELAC/EL-PAC were consulted in person in meetings on February 21, 2023, March 28, 2023 and May 9, 2023. Discussions took place on the LCAP goals, actions, and metrics; and the development of the 2023-24 LCAP and ATSI Plan.

- SELPA was consulted via email on June 5, 2023.

Dates of Public comment period: 6/13/23 - 6/19/23

LCAP Public Hearing; LCAP Adoption; and approval of 2023-24 Budget took place on: 6/20/23

Local Indicators were presented to the governing board on: 6/20/23

#### A summary of the feedback provided by specific educational partners.

EJE Elementary Academy consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators, Executive Director and Leadership team feedback included the need for Instructional coaching for teachers and support team, including Special Education Classroom Assistant (SECA) on differentiation, behavior/SEL, and provide teachers with additional planning time.
- Teacher's feedback included the need for Instructional coaching for teachers and support team, including Special Education Classroom Assistant (SECA) on differentiation, behavior/SEL, and provide teachers with additional planning time.
- Other School Personnel feedback included the need for additional supervision (campus aides) during recess, and lunch; training on behavior management especially with the escalation in behavioral issue with students; additional consistent coaching from reading specialist; training for youth leaders; need for additional SECAs; and provide additional academic support for SWD.
- Student feedback included improve meals; no uniforms and less rules.
- Parent feedback included the need to continue Math & Literacy Nights, grade level socials, open house (at the start of the school year); host parent meetings in the morning and evening; additional opportunities to volunteer; and counseling services for students.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities feedback included the need to continue Math & Literacy Nights, grade level socials, open house (at the start of the school year); host parent meetings in the morning and evening; additional opportunities to volunteer, tutoring opportunities, and after-school sports programing.
- ELAC/DELAC/EL-PAC feedback included additional opportunities to volunteer, additional support for teachers to improve delivery of ELD (both designated and integrated); and for teachers to provide students with specific feedback on how to improve.
- SELPA feedback included recommendations to add additional SECA, provide more training on tiered intervention and addressing student behavioral issues.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Instructional Aides, after-school tutoring
- Goal 1, Action 4: SEL Supports, PBIS, Dean of Culture, Counselor, and Panorama SEL Universal screener
- Goal 1, Action 7: Additional SECAs
- Goal 2, Action 1: Instructional Coaches (TK-2, 3-5); Dean of Academics Math & Literacy, & Literacy Consultants
- Goal 2, Action 2: ELD Coaching, Spanish Reading Interventionist, & Imagine Learning
- Goal 3, Action 3: Parent Workshops, and volunteer opportunities

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

There is a need to further strengthen the identification and delivery of evidence-based interventions to further accelerate student learning, through our multiple schoolwide initiatives: PBIS, MTSS, Community Schools to close achievement gap in alignment with the Expanded Learning Opportunities Program.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 55% 2020-21: not administered	2021-22: 25.82% Met or exceeded standards	2022-23: results pending		60%
CAASPP Math Source: CDE	2018-19: 38.6% 2020-21: not administered	2021-22: 11.89% Met or exceeded standards	2022-23: results pending		50%
CA Science Test: Gr 5 Source: CDE	2018-19: 30.5% 2020-21: not administered	2021-22: 18.29% Met or exceeded standards	2022-23: results pending		35%
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 93%	2021-22: 97%	2022-23: results pending per TAMO		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CalSAAS					
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Facilities in “good” repair as measured by FIT Report (Source)	2020-21: Good	2021-22: Good	2022-23: Good		Good
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 9.64%	2021-22: 9.19% Proficient	2022-23: results pending		25%
Reclassification Rate Source: CALPADS	2019-20: 30.3% 2020-21: 10.7%	2021-22: 19.9%	2022-23: 17%		>20%
% EL with access to CCSS & ELD Standards Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

EJE Elementary Academy serves grades TK-5: therefore, the following metrics do not apply:

- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: MS & HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	<p>EJE Elementary Academy will employ a principal (shared with MS) and a total of 25 appropriately credentialed classroom teachers for students in grades TK-5, to provide instruction in the following subject areas: ELA, SLA, Math, Science, Social Studies, and Physical Education. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.</p> <p>EJEEA will provide students with a longer school day, longer school year including 179 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 9 days of intensive Summer Professional Development to prepare for the 2023-24 (12 days for new teachers) academic school year, including weekly professional development during the school year. Summer professional development will focus on EL strategies, designated/integrated ELD, SEL, differentiation, and balanced literacy, and a deep dive analysis on student performance on state mandated assessments and NWEA MAP.</p>	\$2,530,323	Y
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>EJEEA will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student learning needs through a Multi-tiered System of Supports (MTSS).</p> <ul style="list-style-type: none"> <li>• NWEA MAP Reading (Gr 2-5): 3 times/year</li> <li>• NWEA MAP Math (K-5): 3 times/year</li> <li>• NWEA MAP Spanish Language Arts (Gr 2-5): 3 times/year</li> <li>• NWEA MAP Science (Gr 5): 3 times/year</li> <li>• State mandated assessments</li> </ul>	\$73,673	N

		<ul style="list-style-type: none"> <li>• End of unit benchmark assessments</li> <li>• Reading Assessments</li> <li>• Phonics Assessment BPST</li> </ul> <p>The Seesaw Platform and Google Classroom will be utilized for assessments and assignments.</p> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p>		
3	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>With the release of the 2022 CA Schools Dashboard, areas of academic concern are the learning and widening achievement gaps among our student groups including Unduplicated Pupils (UP) and SWD in ELA and Mathematics and the school's eligibility for ATSI. A review and analysis of student assessment data indicates that reading comprehension continues to be an area of need for struggling readers and there is a need to strengthen Tier 1 supports and ensure consistency with Tier 2 supports. Teachers will continue to strengthen and implement phonics instruction and provide Tiered academic support.</p> <p>Instructional Aides will provide high dosage tutoring and support for our struggling learners. Additional supplemental interventions that our students will utilize include:</p> <ul style="list-style-type: none"> <li>• BrainPop</li> <li>• Reading A-Z</li> <li>• Freckles Math</li> <li>• Okapi</li> </ul>	\$1,132,228	Y

		<ul style="list-style-type: none"> <li>• Zearn Math</li> <li>• NWEA MAP Accelerator</li> </ul> <p>EJEEA will also expand its after-school programing (academic &amp; social enrichment) combining ASES and ELO-P funding to further mitigate learning loss; and offer intersession and summer programming to further accelerate learning through a partnership with ARC.</p>		
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	<p>An area of concern is the high chronic absenteeism rate combined with escalating student behavioral issue, there is a critical need to strengthen PBIS and the school's behavior matrix to set clear behavior expectations that support a positive school climate.</p> <p>EJE Elementary Academy is committed to providing and strengthening social-emotional supports through schoolwide implementation of SEL in combination with PBIS, Community Circles through Restorative practices.</p> <p>The Dean of School Culture will provide SEL Support to students, address student behavioral issues, lead the SEL and PBIS schoolwide implementation and ensure fidelity of the behavior matrix; and lead monthly presentations/assemblies with the Counselor. In addition, the Dean of School Culture will also provide parent workshops on supporting the SEL, and behavioral needs of their student/child at home.</p> <p>The Counselor will provide SEL counseling for students and provide professional development for our staff on strategies to address SEL needs of our students, and staff.</p> <p>Classroom management is crucial for social-emotional learning. Collaborative for Academic, Social, and Emotional Learning (CASEL) created a framework that addresses five core competencies for SEL. These will help teachers tailor their lesson plans according to each student's needs: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The goal is to see an improvement in all-around behavior, and thus an improvement in academic success. We will continue to implement the Virtues Project, a</p>	\$201,974	Y

		<p>schoolwide initiative where virtues are discussed during morning message and community meetings.</p> <p>The Behavioral Analyst will collaborate with teachers on developing student behavior plans for identified students and provide training on classroom management. Teachers will utilize resources from Harmony, and CASEL resources.</p> <p>Our school will continue to partner with the following community-based organizations to support the social-emotional and mental health needs of our students:</p> <ul style="list-style-type: none"> <li>• Crossroads Family Center</li> <li>• Family Health Centers of San Diego</li> <li>• Bastyr Clinic – onsite services 2 times/week</li> <li>• Consultant – MFT</li> <li>• McAllister: mental health supports</li> </ul>		
5	<b>BROAD COURSE OF STUDY</b>	EJE Elementary Academy provides all students with a broad course of study including ELA, SLA, Math, Science, Social Studies, and Physical Education including the following enrichment: Music; Art, and Library (Literacy Initiative) that provide students with instruction on how to access the online catalog, internet research and database.	\$250,969	N
6	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	EJEEA strives to provide all students and staff with a safe and clean school facility site. Annually, our school administers the Facility Inspection Tool (FIT) report, and results will be reported on the SARC, Local Indicators (CA School Dashboard) and LCAP. If there are any issues or findings from the FIT, the Facilities Director will contact CVUSD as the facility is leased from the district via Prop 39 MOU.	\$551,955	N
7	<b>SERVICES TO SUPPORT SWD</b>	East County serves as the SELPA provider for EJE Elementary Academy. The SPED Team composed of the Principal/SPED Director, RSPs,	\$651,354	N

		<p>Education Professionals, and contracted services (provider) will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and services provided. Members of the SPED team will participate in professional learning provided by the SELPA and/or district, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP. SECAs, which are hired by the school, will receive coaching and professional development on how to review IEPs and implement strategies to support and implement accommodations. They will also receive professional development around protocols for positive discipline and response to student behaviors.</p> <p>The special education staff serving EJE students with disabilities will receive coaching and professional development on how to review IEPs and implement strategies to support and implement accommodations. They will also receive professional development around protocols for positive discipline and response to student behaviors.</p> <p>Members of the SPED team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.</p> <p>SECAs will receive the same training as teachers throughout the year for restorative practices in order to further support the needs of students with IEPs. They will also be part of the MTSS online module learning. SECAs will receive coaching and support, such as teachers receive from a resource teacher in regard to the use of instructional supports and strategies as outline in the students' IEP. SECAs will learn how to intentionally review a student's IEP and determine strategies that intentionally support the goals for academics and/or behaviors as stated in the student's IEP.</p>		
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# Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

EJEEA was eligible for ATSI for the Socioeconomically Disadvantaged and Students with Disabilities student groups. This past year we implemented additional evidence-based interventions for our struggling learners that fall into these student groups. There was demonstrated growth in both reading and mathematics this year as measured by NWEA MAP assessments.

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.

There will not be any changes to the planned goal, metrics desired outcomes as our initiatives (MTSS, CA Community Schools, Literacy) are multi-year. However, we will expand tiered interventions for both academics and SEL to continue to accelerate student learning.

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

# Goal

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

An explanation of why the LEA has developed this goal.

With the addition of new educators and support staff, providing robust professional learning opportunities and instructional coaching is essential to build capacity, and strengthen the delivery of instruction using evidence-based pedagogical strategies to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
% of students with access to Standards-aligned materials  Source: textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%		
Implementation of the State Standards – measured using Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards	2023-24: Implementation Academic Standards	
	ELA	5	ELA	5		ELA	5
	ELD	3	ELD	5		ELD	5
	Math	5	Math	5		Math	5
	NGSS	5	NGSS	5		NGSS	5
	History	5	History	5		History	5
	Health	2	Health	3		Health	5
	PE	5	PE	5		PE	4
	World Language	5	World Language	5		VAPA	5
						World Language	5
	Attendance Rate  Source: CALPADS	2019-20: 97.5%	2020-21: 93.3%	2021-22: 93.3%			>95%

Chronic absenteeism Rate  Source: Dataquest	2019-20: 18%	CHRONIC ABSENTEEISM			2021-22 CHRONIC ABSENTEEISM			10%
				2020-21				
			Count	Rate		Number	Rate	
		Schoolwide	104	19.2%	Schoolwide	121	21.6%	
		African American	3	23.1%	African American	5	45.5%	
		Hispanic	96	19.8%	Hispanic	115	22.3%	
		White	1	3.8%	White	1	4.8%	
		EL	62	24.0%	English Learners	69	23.7%	
		SWD	13	21.7%	SWD	20	25.6%	
		SED	89	21.7%	SED	98	23.7%	

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>EJEEA will provide all educators (General Education &amp; SPED) with a robust evidence-based professional learning opportunities that include 9 days of intensive training in the Summer to prepare for the 2023-24 academic school year (12 days for new teachers), and weekly professional/staff development during the year.</p> <p>Areas of focus include:</p> <ul style="list-style-type: none"> <li>Standards-aligned units and assessments</li> <li>Data Analysis and planning</li> <li>SEL Practices: PBIS &amp; Rewards, Anti-racism curriculum, Restorative Practices</li> <li>Differentiated Instruction</li> <li>Tier 1&amp;2 intervention</li> </ul> <p>To strengthen the delivery of instruction and content, and build capacity of all teachers – they will receive ongoing instructional coaching, and feedback from content area experts and on pedagogy (use of evidence-based pedagogical strategies):</p> <ul style="list-style-type: none"> <li>Instructional Leadership Team composed of the – Principal &amp; Deans of Academic Instruction</li> </ul>	\$699,851	Y

		<ul style="list-style-type: none"> <li>• Instructional Coach (TK-2)</li> <li>• Instructional Coach (Gr 3-5)</li> <li>• Literacy Consultant: focus on targeted small group intervention (Tiers 1 &amp; 2)</li> </ul> <p>Student behavioral issues continues to be an area of focus and will continue to provide teachers with professional development on classroom management and SEL/trauma informed practices integrating the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework that addresses five core competencies for SEL within our MTSS, PBIS and Virtues Project.</p> <p>To strengthen the skillset of our coaches, build capacity among our Instructional Leadership Team, they will receive coaching and mentoring. This aim will focus on shifting from consultants (as coaches) to building capacity among our staff.</p> <p>The Deans of Academic Instruction – one with a focus on Mathematics and another in Literacy that will support teachers with professional learning on developing a schoolwide vision and supporting systems to design rigorous, standards-aligned assessments: triangulate internal and external measures of student achievement and growth. Professional development will also focus on assessment best practices – which aligns the standards with scope and sequence, ensuring reliability, validity, accommodations/modifications (SWD) and/or differentiation focusing on teaching and learning.</p> <p>Additional areas of focus for professional learning led by the Deans of Academic Instruction include:</p> <ul style="list-style-type: none"> <li>• Understanding by Design</li> <li>• Alignment of UbD, lesson Plans &amp; observations</li> <li>• Processing &amp; feedback of alignment</li> <li>• Calibration of assessments and rubric-based grading</li> <li>• Data dives with formative and summative assessment data</li> </ul> <p>.</p>		
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		<p>As a recipient of the Phase 3 MTSS Grant the Administrative/Instructional Leadership Team will continue to participate in comprehensive MTSS training, in order to design a schoolwide MTSS training model and coaching for the 2023-24 school year, that integrates the various components and elements of our MTSS in combination with new initiatives, to ensure alignment, seamless integration and fidelity to implementation, schoolwide.</p> <p>To support teacher effectiveness and credential clearance, EJEEA will partially fund induction expenses.</p>		
2	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	<p>Another area of concern is the achievement gap among English Learners (EL) and EO's (non-EL). The ELD Instructional Coach will provide ongoing training on integrated strategies to support the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language); in addition to strengthening the delivery of both designated and integrated ELD. In alignment with MTSS Framework it is critical that ELs receive differentiated supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, reduce the number of long-term ELs (LTEs) and improving academic outcomes for ELs.</p> <p>The ELD Instructional Coach, will also conduct classroom walkthroughs, a deep dive on analyzing EL student assessment data (including performance tasks), to assess and improve the delivery of designated and integrated ELD instruction for ELs. The Spanish Reading Interventionist will provide language support for English Learners to strengthen L1; and transfer those foundational skills to L2 (English).</p> <p>The EL Master Plan will be reviewed and revised to reflect changes to our EL Program and will be presented to the ELAC/DELAC, EL-PAC for input and feedback.</p> <p>English Learners will continue to utilize Imagine Learning Reading, a supplemental, research-based, blended learning intervention program to support English Learners with English Language Development (ELD) in literacy, during the instructional day. Imagine Learning will also support</p>	\$107,747	Y

		struggling students in becoming stronger readers, critical thinkers, and confident communicators. Imagine Learning makes texts meaningful and personal; and provides individualized and differentiated support for each student based on their specific literacy needs. The rigorous and age-appropriate content will engage and empower our students to be independent readers and extend their basic reading skills to higher-level literacy.		
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	The following standards aligned curriculum and consumables will be purchased: <ul style="list-style-type: none"> <li>• TCI History</li> <li>• TCI Science</li> </ul>	\$6,100	N
4	<b>CLOSING THE DIGITAL DIVIDE</b>	EJE Elementary Academy will ensure all students have a technology device to access instructional & curricular materials. The IT Team will provide technical support, ensure schoolwide internet connectivity, accessibility, and availability of technology devices for staff and students, and access to web-based applications including subscription to Zoom.	\$147,100	N

## Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

The action was effective in making progress toward the goal as is evidenced in our student’s performance on NWEA MAP assessments this year and a decline in suspensions.

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.

EJJEA will continue with the Professional Development opportunities, recognizing that some teachers are less seasoned than others, and require a greater amount of support to ensure they are engaging their students at a high level. Additional professional development and coaching will be provided to improve delivery of instruction to ELs and Students with Disabilities (SWD).

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

# Goal

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

An explanation of why the LEA has developed this goal.

Engaging families/parents is essential in order to successfully educate “the whole child.” Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive learning environment.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD Source: CDE Local Indicators	2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3	2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4		Ranking of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD Source: CDE Local Indicators	2020-21: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 5	2021-22: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5		Ranking of 5

Suspension Rate Source: Dataquest	SUSPENSION RATE			2020-21: 0%	2021-22 SUSPENSION			<1%
	2019-20				Number	Rate		
	Count	Rate						
	Schoolwide	3	0.5%		Schoolwide	3	0.5%	
	African-American	0	0.0%		African American	0	0.0%	
	Hispanic	3	0.6%		Hispanic	3	0.6%	
	White	0	0.0%		White	0	0.0%	
	EL				EL	2	0.7%	
SED			SED	3	0.7%			
SWD			SWD	2	2.5%			

Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 69% Sense of safety 85% School connectedness	2021-22: 44% Sense of safety 77% School connectedness	2022-23: 44% Sense of safety 61% School connectedness		70%
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: 82% Sense of safety 63% School connectedness	2021-22: 85% Sense of safety 76% School connectedness	2022-23: 88% Sense of safety 79% School connectedness		80%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: 83% Sense of safety 90% School connectedness	2021-22: 71% Sense of safety 81% School connectedness	2022-23: 67% Sense of safety 81% School connectedness		85%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	EJE Elementary Academy will provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation. To support student engagement and a positive school climate, our school will implement: <ul style="list-style-type: none"> <li>Outdoor learning opportunities (Field Trips)</li> </ul>	\$613,749	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Visits to colleges/universities</li> <li>• Justice Keepers (PBIS)</li> <li>• PBIS implementation; restorative practices: PBIS Schoolwide expectations: Eagle Eye Tickets</li> <li>• Schoolwide assemblies: Awards/recognition – focusing on attendance, character, academic</li> <li>• Schoolwide events/Cultural Celebrations</li> <li>• Health &amp; Safety Protocols and initiatives</li> <li>• Panorama SEL School climate and connected Surveys will be administered to Parent, staff, &amp; students (costs included in Goal 1, Action 4)</li> <li>• Teachers will conduct home visits (identify students who are absent, struggle academically) to improve attendance and further reduce chronic absenteeism rates.</li> <li>• Health Aides</li> </ul> <p>The School Safety Plan will be reviewed and revised to adhere with State and County guidance. EJEEA will implement a visitor management system to monitor visitors for safety and reporting. All visitors will be required to check-in and register on the visitor check-in software system as part of our safety protocols.</p>		
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At EJEEA parent input in decision-making will take place through the following committees:</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)</li> <li>• ALL Parent Committee</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> <li>• CCSPP Steering Committee</li> </ul> <p>Translation of materials and interpreter services will be made available upon request.</p>	\$0	N

Action #	Title	Description	Total Funds	Contributing
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>EJEEA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child's education.</p> <p>Our staff will communicate with families using ParentSquare and provide updates on the school's website. Parents will have access to PowerSchool's Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.</p> <p>The Parent Coordinator will communicate with families, provide updates, volunteer opportunities, ensure families attend schoolwide events, workshops, including home visits for at-risk families to improve student daily attendance.</p> <p>We will continue to host Coffee with the Principal and members of our Leadership Team and the Parent Coordinator will host Parent Education Workshops on the following topics:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Nutrition Education</li> <li>• Attendance</li> <li>• Positive Behavior/PBIS</li> <li>• Social-emotional Learning</li> </ul> <p>The Community Schools Coordinator will develop partnerships with community-based organizations (CBOs), IHE, and local agencies that will support the planning process of our Community School, based on findings from our needs assessment; and ensure all program deliverables are met.</p>	\$233,605	Y

Action #	Title	Description	Total Funds	Contributing
		The Director of Community Relations provides parents with resources on continuing their education through community based resources through the Barrio Logan College Institute, trips to colleges/universities, including resources through UCSD.		

# Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

EJEEA is committed to involving parents/families in all aspects of the school community. Parents are a part of both our Parent Advisory Committee, ALL Committee, and English Language Advisory Committee (ELAC). Parents are surveyed twice a year to get an understanding about how they feel about our school community overall. The Parent Coordinator and Director of Community Relations are responsible for building strong relationships with our families. As the main recruiter, she is engaged with our families from the moment they enroll their children in school to the last day of school.

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.

The Principal and Community Schools Coordinator will continue to strengthen parent-school partnerships through parent involvement/engagement, volunteer opportunities, parent education workshops and parent nights.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,436,058	\$136,280

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.84%	0%	\$0	24.84%

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

## Required Descriptions

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

The post-pandemic impact on our students continues to identify significant learning gaps including lack of social skills combined with high levels of anxiety, trauma, impeding learning. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. The focus in the upcoming school year will continue to be to further accelerate student learning, improving student engagement, participation, attendance; and strengthening partnerships with families to improve student outcomes and build community.

EJE Elementary Academy conducted a needs assessment using multiple forms of data including assessments and LCAP metric to identify the needs of our Unduplicated Pupils and how to effectively meet those needs. The following LCAP Goals and Actions will be provided on a “schoolwide” basis, are principally directed towards, and contribute to the increased service requirement for Unduplicated Pupils (UP).

- Goal 1, Action 1: All teachers will participate in 9 days of intensive Summer Professional Development to prepare for the 2023-24 (12 days for new teachers) academic school year, including weekly professional development during the school year. Summer professional development will focus on EL strategies, designated/integrated ELD, SEL, differentiation, and balanced literacy, and a deep dive analysis on student performance on state mandated assessments and NWEA MAP.

- Goal 1, Action 3: Instructional Aides will provide high dosage tutoring and support for our struggling learners. Additional supplemental interventions that our students will utilize include Okapi Reading Intervention program, BrainPop, Zearn Math, Reading A-Z, and MAP Accelerator Math Program.
  - Goal 1, Action 4: Medical health services Bastyr Clinic
  - Goal 2, Action 1: The Deans of Academic Instruction – one with a focus on Mathematics and another in Literacy that will support teachers with professional learning on developing a schoolwide vision and supporting systems to design rigorous, standards-aligned assessments: triangulate internal and external measures of student achievement and growth. Professional development will also focus on assessment best practices – which aligns the standards with scope and sequence, ensuring reliability, validity, accommodations/modifications (SWD) and/or differentiation focusing on teaching and learning.
- To strengthen the delivery of instruction and content, and build capacity of all teachers – they will receive ongoing instructional coaching, and feedback from content area experts and on pedagogy (use of evidence-based pedagogical strategies): (2) Instructional Coaches)
- Goal 3, Action 1: Health Aide
  - Goal 3, Action 3: The Parent Coordinator will communicate with families, provide essential updates, volunteer opportunities, parent outreach/recruitment, ensure families attend schoolwide events, workshops, including home visits for at-risk families to improve student daily attendance.

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, the following action will be provided on a limited basis to English learners:
- Goal 2, Action 2: Another area of concern is the achievement gap among English Learners (EL) and EO’s (non-EL). As a result, teachers will receive training on integrated strategies to support the acquisition of academic language as “bridging’ the transfer of information from L2 (English) to L1 (native language) (cost identified in Goal 2, Action 1). It is critical that ELs receive differentiated supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates and improving academic outcomes for ELs.
- The ELD Instructional Coach, will also conduct classroom walkthroughs, a deep dive on analyzing EL student assessment data (including performance tasks), to assess and improve the delivery of designated and integrated ELD instruction for ELs. The Spanish Reading Interventionist will provide language support for English Learners to strengthen L1; and transfer those foundational skills to L2 (English). The EL Master Plan will be reviewed and revised to reflect changes to our EL Program and will be presented to the ELAC/DELAC, EL-PAC for input and feedback.
- English Learners will continue to utilize Imagine Learning Reading, a supplemental, research-based, blended learning intervention program to support English Learners with English Language Development (ELD) in literacy, during the instructional day. Imagine Learning will also support struggling students in becoming stronger readers, critical thinkers, and confident communicators. Imagine Learning makes texts meaningful and personal; and provides individualized and differentiated support for each student based on their specific literacy needs. The rigorous and age-

appropriate content will engage and empower our students to be independent readers and extend their basic reading skills to higher-level literacy.

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

EJE Elementary Academy will use additional concentration grant add-on funds to fund substitute teachers (Goal 1, Action 1) that will increase the number of staff providing direct services to Unduplicated Pupils.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,997,464	\$ 876,743	\$ 450,000	\$ 876,421	7,200,628	\$ 6,040,813	\$ 1,159,815

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Admin&Educators that Support the Ed Program	All	\$ 2,190,487	\$ 82,546	\$ -	\$ -	\$ 2,273,033
1	2	Measuring Student Progress-Assessments	All	\$ 73,673	\$ -	\$ -	\$ -	\$ 73,673
1	3	Addressing Academic Needs to Accelerate Learning	All	\$ 506,059	\$ 605,369	\$ -	\$ 20,800	\$ 1,132,228
1	4	Addressing Social-Emotional & Behavioral Student Needs	All	\$ -	\$ -	\$ -	\$ 147,807	\$ 147,807
1	4	Addressing Social-Emotional & Behavioral Student Needs	All	\$ 23,592	\$ -	\$ -	\$ 30,575	\$ 54,167
1	1	Admin&Educators that Support the Ed Program	All	\$ 257,290	\$ -	\$ -	\$ -	\$ 257,290
1	5	Broad Course of Study	All	\$ 242,567	\$ 8,402	\$ -	\$ -	\$ 250,969
1	6	Maintaining Safe & Clean School Facilities	All	\$ 470,390	\$ 81,565	\$ -	\$ -	\$ 551,955
1	7	Services to Support SWD	Special Education	\$ 201,354	\$ -	\$ 450,000	\$ -	\$ 651,354
2	1	Professional Development	All	\$ 470,869	\$ -	\$ -	\$ -	\$ 470,869
2	1	Professional Development	All	\$ 130,732	\$ -	\$ -	\$ 98,250	\$ 228,982
2	2	Strengthening EL Program & Services	English Learners	\$ 107,747	\$ -	\$ -	\$ -	\$ 107,747
2	3	Core Curricular Program Needs	All	\$ 6,100	\$ -	\$ -	\$ -	\$ 6,100
2	4	Closing the Digital Divide	All	\$ 3,209	\$ -	\$ -	\$ 143,891	\$ 147,100
3	1	Promoting Positive School Climate, Student Engagement &Safe Learning Environment	All	\$ 55,630	\$ 20,000	\$ -	\$ 435,098	\$ 510,728
3	2	Parent Input in Decision Making	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	All	\$ 55,473	\$ -	\$ -	\$ -	\$ 55,473
3	3	Opportunities Provided to Support Parent Engagement & Participation	All	\$ 99,271	\$ 78,861	\$ -	\$ -	\$ 178,132
3	1	Promoting Positive School Climate, Student Engagement &Safe Learning Environment	All	\$ 103,021	\$ -	\$ -	\$ -	\$ 103,021

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,781,002	\$ 1,519,387	26.28%	0.00%	26.28%	\$ 1,524,051	0.00%	26.36%	Total:	\$ 1,524,051
								LEA-wide Total:	\$ -
								Limited Total:	\$ 107,747
								Schoolwide Total:	\$ 1,416,304

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Addressing Academic Needs to Accelerate Learning	Yes	Schoolwide	All	EJE ELEM	\$ 506,059	0.00%
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	Schoolwide	All	EJE ELEM	\$ 23,592	0.00%
1	1	Admin&Educators that Support the Ed Program	Yes	Schoolwide	All	EJE ELEM	\$ 257,290	0.00%
2	1	Professional Development	Yes	Schoolwide	All	EJE ELEM	\$ 470,869	0.00%
2	2	Strengthening EL Program & Services	Yes	Limited	English Learners	EJE ELEM	\$ 107,747	0.00%
3	3	Opportunities Provided to Support Parent Engagement & Partic	Yes	Schoolwide	All	EJE ELEM	\$ 55,473	0.00%
3	1	Promoting Positive School Climate, Student Engagement &Saf	Yes	Schoolwide	All	EJE ELEM	\$ 103,021	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,417,193.70	\$ 7,126,203.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that Support the ED Program	No	\$ 2,154,242	\$ 2,216,270
1	1	Admin & Educators that Support the ED Program	Yes	\$ 586,713	\$ 418,763
1	2	Measuring Student Progress - Assessments	No	\$ 90,696	\$ 115,982
1	3	Addressing Academic Needs to Accelerate Learning	No	\$ 182,073	\$ 326,090
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 259,975	\$ 464,333
1	4	Addressing Social-Emotional & Behavioral Student Needs	No	\$ 207,782	\$ 142,400
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 20,000	\$ 113,110
1	5	Broad Course of Study	No	\$ 223,596	\$ 304,411
1	6	Maintaining Safe & Clean School Facilities	No	\$ 738,144	\$ 869,449
1	7	Services to Support SWD	No	\$ 967,702	\$ 1,091,434
2	1	Professional Development	No	\$ 60,000	\$ 351,112
2	1	Professional Development	Yes	\$ 477,939	\$ 197,072
2	2	Strengthening EL Program & Services	Yes	\$ 42,000	\$ 42,000
2	3	Core Curricular Program Needs	No	\$ 50,000	\$ 1,000
2	4	Closing the Digital Divide	No	\$ 190,874	\$ 198,493
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment.	No	\$ 109,745	\$ 189,049
3	2	Parent Input in Decision-Making	No	\$ -	\$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	\$ 55,713	\$ 85,235

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,350,444	\$1,386,627	\$1,351,260	\$35,367	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Admin & Educators that Support the ED Program	Yes	\$586,713	\$418,763.00	0.00%	0.00%
1	2	Measuring Student Progress - Assessments	No	\$-	\$115,982.00	0.00%	0.00%
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$259,975	\$464,333.00	0.00%	0.00%
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$20,000	\$113,110.00	0.00%	0.00%
2	1	Professional Development	Yes	\$477,939	\$197,072.00	0.00%	0.00%
2	2	Strengthening EL Program & Services	Yes	\$42,000	\$42,000.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,378,631	\$ 1,350,444	0.00%	25.11%	\$ 1,351,260	0.00%	25.12%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## ***Focus Goal(s)***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

## ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

### Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

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

## ***Contributing Actions Table***

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

## ***Contributing Actions Annual Update Table***

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

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

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

### ***LCFF Carryover Table***

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

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

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

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