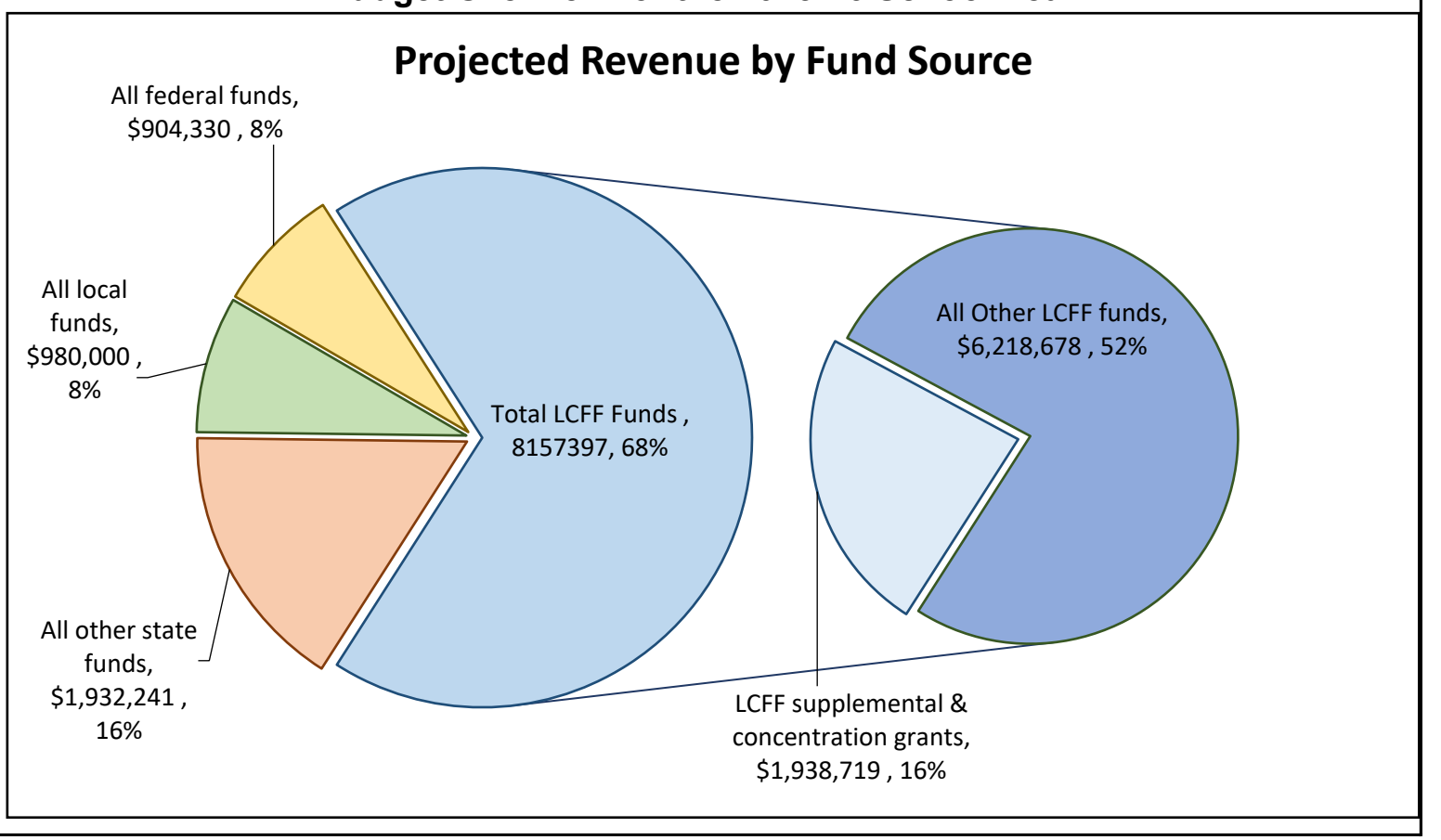
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EJE Elementary Academy Charter School
CDS Code: 37-67991-0108563
School Year: 2025-26
LEA contact information: Griselda Delgado griselda.delgado@ejeacademies.org 619-401-4150

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 2025-26 School Year

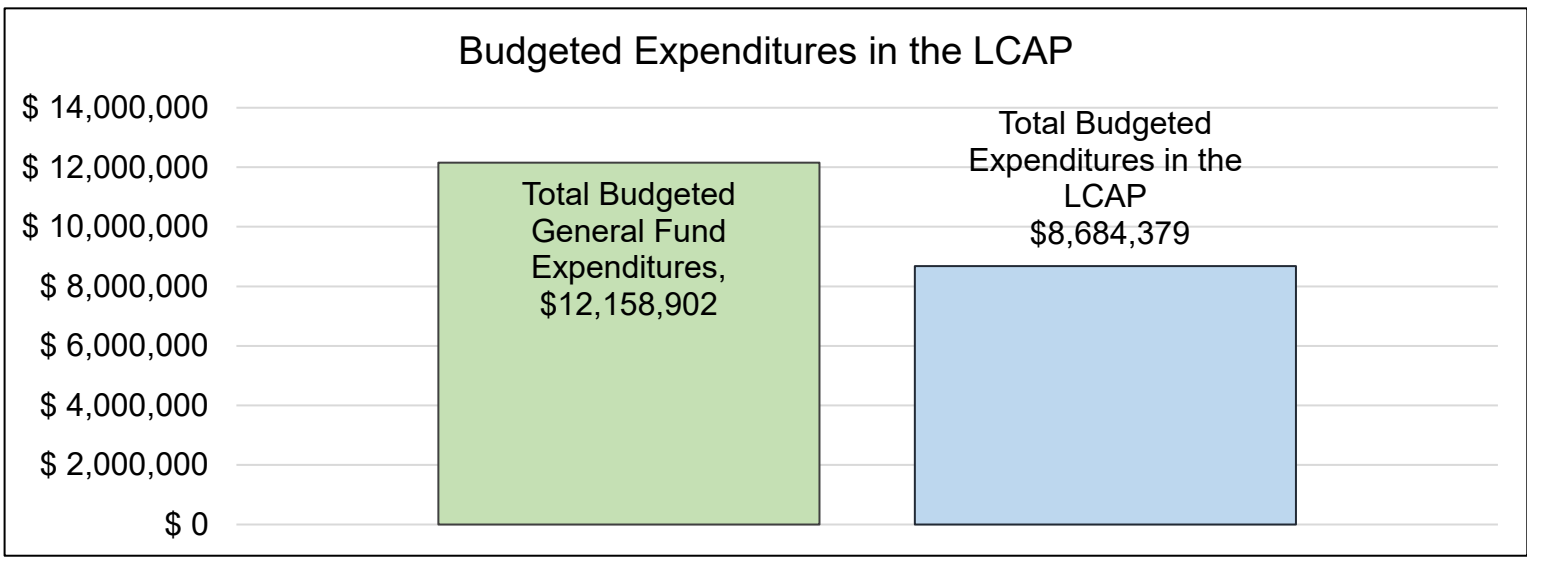


This chart shows the total general purpose revenue EJE Elementary Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EJE Elementary Academy Charter School is $11,973,968.00, of which $8,157,397.00 is Local Control Funding Formula (LCFF), $1,932,241.00 is other state funds, $980,000.00 is local funds, and $904,330.00 is federal funds. Of the $8,157,397.00 in LCFF Funds, $1,938,719.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much EJE Elementary Academy Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EJE Elementary Academy Charter School plans to spend $12,158,902.00 for the 2025-26 school year. Of that amount, $8,684,379.00 is tied to actions/services in the LCAP and $3,474,523.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

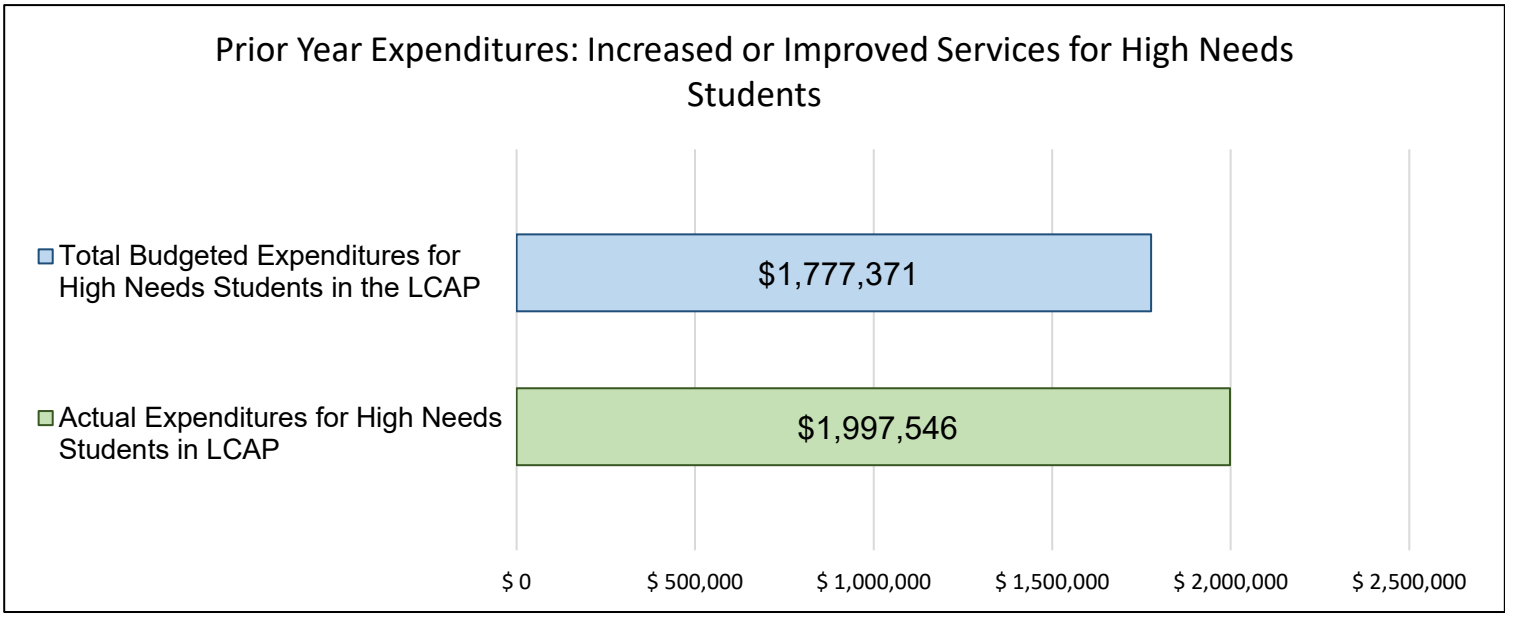
Expenditures not included in the LCAP are mostly administrative and operational expenses such as Business and nutrition staff, operational supplies, facility costs such as utilities, and professional services, such as insurance, legal, audit and back office.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, EJE Elementary Academy Charter School is projecting it will receive $1,938,719.00 based on the enrollment of foster youth, English learner, and low-income students. EJE Elementary Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. EJE Elementary Academy Charter School plans to spend $1,944,156.00 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 2024-25



This chart compares what EJE Elementary Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EJE Elementary Academy Charter School 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 2024-25, EJE Elementary Academy Charter School's LCAP budgeted $1,777,371.00 for planned actions to increase or improve services for high needs students. EJE Elementary Academy Charter School actually spent $1,997,546.00 for actions to increase or improve services for high needs students in 2024-25.

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 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

EJE Elementary Academy is a WASC-accredited public charter school serving 582 students in grades TK-5 through an innovative 90/10 dual language model. Our student demographics reflect our diverse community with 93% Hispanic, 3% White, 1% African American, 1% Asian, 1% Filipino, and 1% Two or More Races. Within our student population, 47% are English Language Learners, 15% are Students with Disabilities, and 69% are Socioeconomically Disadvantaged.

Our dual language program progressively transitions from Spanish to English instruction as follows:

- 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

Mission

As a dual-language charter school, EJE Elementary Academy prepares students from diverse populations to excel in higher education and become leaders in creating a just global society. We are driven by three core principles that guide our educational approach.

Justice in education is achieved through expanded parental choice, accessible curriculum, diversity appreciation, educational opportunities, and community empowerment rooted in love for our students. Service is demonstrated through our commitment to students, teaching by example, developing positive character and leadership skills, and building on students' prior knowledge to unlock their potential. Excellence is embodied in academic achievement, character development, positive school culture, high expectations, and creating a learning community where all students' needs are met and potentials are realized.

Key Accomplishments

EJE Elementary Academy has secured significant grant funding to enhance our programs and services. The PNC STEM Grant provides $5,000 for TK STEM curriculum implementation during the current school year. The CYBHI Grant awarded $91,207.22 will establish tracking and billing systems for our mental health programs. This week, we received the Hunter Industries Community Impact Grant of $7,500 plus $5,000 in products for our La Milpita/Eagle Patch Garden program. Additionally, our CEI (Community Engagement Initiative) Grant remains active through 2026, and our CCSPP (Community Schools) Grant extends through 2029. The SUMS MTSS Grant continues to provide comprehensive staff training on Multi-Tiered System of Supports.

Our programs demonstrate exceptional growth and achievement. With 115 students on our enrollment waitlist, we see strong community demand for our educational model. Our Mariachi program recently placed 2nd at a San Diego conference, successfully competing against high schools. The music program serves 31 students, while our enrichment programs engage 253 students. We've also enhanced our facilities with a new shared kitchen that supports nutrition and community programs. Parent engagement remains strong with numerous cleared volunteers actively supporting school programs.

Frameworks and Initiatives

EJEEA implements a comprehensive Multi-Tiered System of Supports (MTSS) framework that integrates Response to Intervention (RtI) for academic support, Positive Behavioral Interventions and Supports (PBIS) for social-emotional learning, Universal Design for Learning strategies, and data-driven decision making with continuous improvement processes.

Through our Community Schools Partnership Program Implementation Grant, we embrace a "whole child" approach focusing on four essential pillars: Integrated Student Supports, Family & Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities. This comprehensive approach aims to remove barriers to learning by addressing student, family, and staff needs holistically.

Alignment and Integration

Our LCAP serves as a unified document that incorporates our Annual WASC Action Plan, School Plan for Student Achievement (SPSA), MTSS Framework alignment, Community Schools Framework integration, Expanded Learning Opportunities Program (ELOP), and Universal Transitional Kindergarten (UTK) program. This integrated approach ensures all our initiatives work synergistically to support student success.

Continuous Improvement

We employ the Implementation Science approach of Plan, Do, Study, Act, which aligns with our MTSS framework and WASC ongoing improvement cycles. This approach utilizes comprehensive needs assessments, root cause analysis, program effectiveness measurement, resource optimization, and fidelity monitoring to ensure continuous enhancement of our educational programs.

LCAP Integration

EJE Elementary Academy has developed a one-year LCAP that also serves as our WASC Action Plan and School Plan for Student Achievement (SPSA), meeting stakeholder engagement requirements (CA EC 64001(j)) and fulfilling consultation requirements with SELPA (CA EC 52062(a)(5)), Parent Advisory Committee (CA EC 52062(a)(1)), and English Learner PAC (CA EC 52062(a)(2)). EJE Elementary Academy is not eligible for Equity Multiplier Funds (EMP); and has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be used in the 2026-27 school year.

Through these accomplishments and frameworks, EJE Elementary Academy continues to provide an exemplary dual-language education that prepares students for academic success while honoring their cultural heritage and developing them as future leaders committed to justice and service.

Reflections: Annual Performance

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

The following table reflects EJE Elementary Academy's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

Excerpt from the 2024-25 LCAP on the 2023 CA School Dashboard

English Language Arts Academic Indicator: English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator. Based on the needs assessment we identified ELs in the upper grades are struggling with phonological awareness and reading comprehension which are critical to reading success. ELs also lack foundational skills in their L1 (Spanish) therefore are unable to transfer that information to L2 (English). ELs will utilize benchmark education, a supplemental intervention literacy resources in both

print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive designated and integrated English Language Development (ELD).

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

The Dean of Literacy and Instructional Coach will conduct classroom walkthroughs and observations, provide teachers with feedback cycles, conduct deep dives analyzing EL student assessment data including performance tasks, to assess the effectiveness of our program to support ELs. The EL Master Plan will be reviewed and revised to reflect changes in the EL program and will be presented to the ELAC/EL-PAC for input and feedback. (See Goal 1, Action 2)

2024 CA SCHOOL DASHBOARD

The following table reflects EJE Elementary Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

English Language Arts (ELA): Needs Assessment

EJE Elementary Academy conducted a comprehensive needs assessment to address and identify academic achievement gaps in ELA.

Data Analysis

- **2023 CA School Dashboard Performance:** All Students performed 58.9 points below standard (Orange), while English Learners scored 87.9 points below standard (RED). Hispanic students achieved 79.8 points below standard (RED), and Socioeconomically Disadvantaged students scored 84.2 points below standard (RED).
- **2024 CA School Dashboard Performance:** Performance declined across most subgroups with All Students falling to 67.7 points below standard, representing 8.8 points further from the standard. English Learners dropped to 92.7 points below standard (4.8 points further), while Hispanic students showed slight improvement at 79.1 points below standard (0.7 points closer). Socioeconomically Disadvantaged students declined to 86.3 points below standard (2.1 points further).
- **CAASPP Performance:** The percentage of students meeting or exceeding standards decreased from 24% in 2022-2023 to 22.87% in 2023-2024, representing a 1.13% decline in proficiency rates.

Identified Strengths

- **Comprehensive Curriculum Implementation:** EJE Elementary Academy has successfully implemented Benchmark Education curriculum across grades K-5, providing students with balanced literacy instruction that incorporates all four language domains: reading, writing, speaking, and listening. This research-based curriculum includes embedded GLAD strategies for vocabulary acquisition and reading comprehension.
- **Robust Assessment Framework:** The school maintains a comprehensive assessment system including NWEA MAP assessments, end-of-unit benchmark assessments, and Level Learning reading assessments administered three times yearly. This multi-faceted approach provides detailed data on student progress and learning needs.
- **Structured Intervention System:** Reading intervention blocks are established across all grade levels, providing targeted tiered support through instructional aides, classroom teachers, and specialized reading interventionists. Students receive differentiated support based on identified needs through data-driven grouping.
- **Professional Learning Infrastructure:** The school has developed a strong coaching model with academic deans providing weekly support to teachers. Professional development focuses on data analysis through Relay's Weekly Data Meeting process, enabling teachers to make instructional adjustments based on student performance.
- **Bilingual Learning Support:** Spanish interventionist services strengthen foundational skills in students' primary language, supporting effective transfer to English language learning and academic achievement.

Greatest Needs

- **Reading Comprehension Deficits** represent the most critical area requiring immediate attention. Students consistently struggle to extract meaning from complex texts, directly impacting their ability to respond to questions, identify themes, and make inferences required for CAASPP success.
- **Vocabulary and Academic Language Development** continues to challenge students across all grade levels. Limited exposure to academic vocabulary and language structures hinders comprehension and written expression, particularly affecting English Learners and students from language-deprived backgrounds.
- **English Learner Achievement Gap** represents the most significant equity concern, with this subgroup performing 92.7 points below standard. Upper-grade English Learners particularly struggle with phonological awareness and reading comprehension skills critical for academic success.
- **Instructional Response to Data** requires strengthening, as teachers need additional support in translating comprehensive assessment data into immediate, targeted instructional interventions that address individual student needs effectively.

Root Cause Analysis

- **Language Acquisition Barriers** constitute the primary obstacle to student success in ELA. English Learners often lack foundational skills in their primary language (Spanish), preventing effective transfer of literacy concepts to English. CAASPP assessment items require proficiency across all language domains, creating significant challenges for students still developing English language skills.
- **Limited Academic Language Exposure** affects students from economically disadvantaged backgrounds who may have reduced exposure to rich vocabulary and complex sentence structures at home. This deficit creates a cascading effect, impacting reading comprehension, writing quality, and overall academic communication.
- **Professional Development Gaps** exist in specialized instructional strategies. While teachers have access to curriculum resources, many lack recent training in GLAD strategies, with the last comprehensive training occurring over five years ago. This limits their ability to effectively support English Learners and implement research-based practices for language acquisition.
- **Assessment to Instruction Translation** presents ongoing challenges despite comprehensive data collection. Teachers require additional support in analyzing student performance data and immediately adjusting instruction to address identified learning gaps through differentiated approaches.

Identified Resource Inequities

- **Professional Development Access** varies across the teaching staff, with newer teachers requiring intensive support in curriculum implementation while veteran teachers need updated training in current best practices for English Learner instruction and GLAD strategy implementation.
- **Instructional Time Allocation** for specialized support services faces constraints due to staffing limitations. The Dean of Literacy has expanded responsibilities that limit time available for ELD-specific classroom observations, feedback cycles, and deep analysis of English Learner assessment data.

- **Intervention Resource Distribution** requires enhancement to ensure all students receive appropriate support intensity. While basic intervention structures exist, students with the greatest needs require access to more intensive, specialized intervention programming beyond current capacity.
- **Family Engagement Resources** need strengthening to support home-school collaboration in literacy development. Parents require additional resources and training to support their children's English language development and academic progress at home.

Plan of Action for 2025-26

- **Enhanced Core Instruction Implementation** will focus on strengthening Tier 1 instruction quality across all classrooms. Teachers will receive intensive professional development on explicit vocabulary instruction, structured comprehension strategy teaching, and integrated ELD practices. Weekly data meetings will continue with enhanced focus on translating assessment results into immediate instructional adjustments.
- **Comprehensive English Learner Support System** will be established through partnership with professional development providers to deliver updated BeGLAD/GLAD strategy training for all instructional staff. The ELD curriculum implementation will be strengthened through aligned scope and sequence coordination with core ELA instruction, homogeneous grouping by language proficiency levels, and expanded Spanish interventionist services for foundational skill development.
- **Diagnostic Assessment Partnership** with UC San Diego Mathematics Diagnostic Testing Project will be implemented to create comprehensive diagnostic systems for identifying specific skill gaps and monitoring progress. This partnership will enable targeted intervention goal setting and more precise instructional planning based on individual student needs.
- **Intensive Intervention Expansion** will include enhanced small group instruction using adaptive learning platforms, continued reading intervention blocks with specialized staff, and comprehensive vocabulary instruction strategies. After-school tutoring services will be expanded through the Expanded Learning Opportunities Program to provide additional academic support.
- **Professional Learning Community Development** will strengthen teacher capacity through intensive summer professional development focusing on reading comprehension instruction, vocabulary development techniques, and small group management strategies. Ongoing coaching cycles with academic deans will include ELD-specific classroom observations and feedback, peer collaboration opportunities, and regular assessment of instructional effectiveness.

Success Metrics and Monitoring

- **Continuous Monitoring Framework** will include quarterly review of NWEA and benchmark assessment data, monthly analysis of Level Learning reading progress, weekly examination of formative assessment results and intervention effectiveness, and ongoing documentation of classroom observation outcomes and coaching impact.

Leadership Structure and Implementation

This comprehensive needs assessment and strategic action plan addresses existing performance gaps while building upon current strengths to accelerate ELA achievement for all students at EJE Elementary Academy. The Principal will function as the Lead Instructional Coach, providing

oversight and coordination for the Instructional Coach and both Deans of Academics (ELA and Math). Working collaboratively with the Dean of Academics for ELA, the Principal will spearhead the school's English Language Development and literacy initiatives to drive measurable improvements in student academic achievement.

The instructional leadership team, comprised of the Principal and both Deans of Academic Instruction for Literacy and Math, will coordinate professional development delivery, provide targeted content-specific coaching, model effective instructional practices, and conduct systematic classroom observations. This collaborative leadership approach will support teachers in developing and implementing a unified schoolwide vision for rigorous, standards-aligned instruction and assessment practices. Professional learning initiatives will emphasize assessment design best practices, ensuring instructional tools demonstrate reliability and validity while incorporating appropriate accommodations and modifications for students with disabilities.

EJE Elementary Academy has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be expended in the 2026-27 school year.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

EJE Elementary Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Instructional Lead Team: ED, Principal, Deans, Coaches Dates: Every Wednesday and Friday from December 2024 to May 2025 Feedback: Strengthening Tier 1 and Tier 2 supports, internalization of lesson plans specifically with new teachers, continue strengthening training for curriculum for ELA, SLA, and ELD→ adjusting pacing, adjusting to meet the needs of our diverse learners,
Teachers	**Teacher survey: May 2025 Panorama** Feedback on Professional Development Priorities: **1. English Language Learner (ELL) Support** • Additional professional development on effective ELL instructional strategies • Implementation of BeGLAD (Be Guided Language Acquisition Design) strategies across all content areas **2. Differentiated Instruction** • Training on differentiation techniques for students with exceptional needs • Strategies for adapting curriculum to meet diverse learning requirements **3. Leveled Learning** • Deeper understanding of how to implement leveled learning approaches • Professional development on creating and managing multi-level instructional groups **4. Behavioral Support and Classroom Management** • Training on behavioral intervention strategies and tools for in-classroom support • Specific focus on de-escalation techniques to maintain positive learning environment.

	• Practical strategies for managing challenging behaviors while maintaining instruction These priorities reflect teachers identified needs for supporting BPA's diverse student population, particularly English Learners, Students with Disabilities, and students requiring behavioral interventions.
Other School Personnel	**Teacher survey: May 2025 Panorama** Feedback: Need more training/coaching when working with struggling readers during small group and support with behavior supports outside of the classroom.
Students	**Student survey: April 2025 Panorama** Feedback: Students expressed a positive view of the school, highlighting feeling safe, the supportive teachers, bilingual environment, and engaging field trips. Students also enjoy the learning, especially in math, and the freedom during recess and special days like free dress and spirit weeks. Students recommended improvements such as more fun activities, sports, and a focus on kindness among peers.
Parent Advisory Committee (PAC)	**3/7/2025:** LCAP Midyear Update and next steps: meeting, we reviewed the draft of the **2024–2025 LCAP** and reflected on our current progress toward the goals outlined in the plan. The conversation was centered around identifying **what is working well** and **what areas require improvement** from now through the end of the school year. Participants provided valuable insights into the effectiveness of current strategies and shared specific areas where additional support is needed. We also discussed how the school can better support families in **engaging meaningfully in school events** and in **their children's academic journey**. This feedback will be instrumental as we refine our actions and ensure that our goals are aligned with the needs of our students and families. **June 10, 2025**: Review and approval of the 2025-26 LCAP, Title & LCFF Funding The Parent Advisory Committee approved the submission of the 2025-26 LCAP, to the EJE Governing Board.
English Learner Parent Advisory Committee (EL-PAC)	Dates: Once a month from January 2025 to May 2025 Workshops for students to support in Math, ELA, ELLs after school where everyone has access to it after school, Tutoring for all students after school in the areas that they need not necessarily for those who are struggling, relooking at our program model of 90/10, training for teacher on strategies to support ELLs like GLAD, communication from school/teachers/students/parents, speaking to students of the importance of the exam.

	May 29, 2025: Review and approval of the 2025-26 LCAP The English Learner Parent Advisory Committee (EL-PAC) approved the submission of the 2025-26 LCAP, to the EJE Governing Board.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Coffee with the Principal: During monthly meetings at coffee with the principal we are reviewing school priorities which are connected directly to the LCAP. Here parents share their input on the needs of the school based on data and experience. **March 19, 2025:** Feedback: adding additional programs for students who are struggling in academics, wanting to work more closely with teachers to understand the expectations of the grade level; how they can support at home; and knowing more periodically about how academically their child is doing, academic parents workshops so they can also understand the way things are taught and to help at home, Workshops/tools/resources for parents and students on SEL for children to express themselves, Understanding PowerSchool better, tutoring, reading family time at school, more hands on STEAM activities.
SELPA Administrator	**Date: September 2024 – May 2025** East County SELPA: EJEEA meets with the Cajon Valley USD's Special Education Program Specialist at least monthly to discuss the school's SPED Program. No feedback has been provided regarding the schools SPED Program.

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these educational partners to ensure their perspectives were incorporated as follows:

1. Academic Support and Intervention Needs

Feedback Source: Teachers, EL-PAC, and General Parents

- Teachers requested additional professional development on ELL strategies, BeGLAD implementation, differentiation techniques, and leveled learning approaches
- EL-PAC requested after-school workshops for Math, ELA, and ELL students with universal access to tutoring
- Parents requested additional programs for struggling students and academic workshops to understand teaching methods

LCAP Response:

- Goal 1, Action 2: Strengthening EL Program & Services - Implementation of BeGLAD/GLAD strategies, Spanish Interventionist support, and comprehensive ELD program improvements
- Goal 1, Action 3: Addressing Academic Needs to Accelerate Learning - Dedicated intervention blocks, tiered support through teachers and interventionists, and expanded after-school tutoring through ELOP

2. Professional Development for Teachers

Feedback Source: Administrators and Teachers

- Administrators identified need to strengthen Tier 1 and Tier 2 supports and improve lesson plan internalization for new teachers
- Teachers requested training on behavioral intervention strategies, classroom management, and de-escalation techniques
- Other school personnel requested more training for working with struggling readers in small groups

LCAP Response:

- Goal 2, Action 2: Professional Development - Comprehensive PD program focusing on standards-aligned instruction, data analysis, SEL practices, differentiated instruction, and Tier 1/2 interventions
- Goal 1, Action 4: Addressing Social-Emotional & Behavioral Student Needs - Integration of Second Step SEL curriculum with ongoing teacher coaching and training

3. English Learner Support

Feedback Source: EL-PAC and Teachers

- EL-PAC requested review of the 90/10 program model and teacher training on ELL strategies like GLAD
- Teachers identified ELL support as their top professional development priority
- Parents expressed need for better school-teacher-student-parent communication

LCAP Response:

- Goal 1, Action 2: Comprehensive EL program revision including updated EL Master Plan, Be GLAD/GLAD professional development, and Principal serving as Lead Instructional Coach for ELD initiatives
- Goal 2, Action 1: Principal designated as Lead Instructional Coach specifically to spearhead ELD and literacy initiatives

4. Parent Engagement and Communication

Feedback Source: PAC and General Parents

- Parents requested support for meaningful engagement in school events and their children's academic journey
- Need for academic parent workshops to understand teaching methods and support learning at home
- Request for better understanding of PowerSchool and regular updates on student progress

LCAP Response:

- Goal 3, Action 3: Opportunities to Support Parent Engagement - Coffee with the Principal sessions, parent education workshops, ParentSquare communication platform, and PowerSchool Parent Portal access
- Goal 3, Action 2: Parent Input in Decision-Making - Multiple committee opportunities including ELAC, PAC, and CCSPP Steering Committee

5. Social-Emotional Learning and Behavioral Support

Feedback Source: Students, Teachers, and Parents

- Students recommended more focus on kindness among peers
- Teachers requested behavioral support training and classroom management strategies
- Parents requested SEL workshops and resources for helping children express themselves

LCAP Response:

- Goal 1, Action 4: Comprehensive SEL implementation through Second Step curriculum, counselor services, behavioral analyst support, and partnerships with mental health providers
- Goal 3, Action 1: Positive school climate initiatives including Justice Keepers peer mentoring program and Eagle Eye recognition system

6. Student Enrichment and Engagement

Feedback Source: Students and Parents

- Students expressed enjoyment of field trips, math learning, and special events
- Students requested more fun activities and sports programs
- Parents requested more hands-on STEAM activities and reading family time at school

LCAP Response:

- Goal 1, Action 5: Broad Course of Study - Comprehensive enrichment including Art, Music, and Library programs
- Goal 3, Action 1: Field trips, college visits, and outdoor learning experiences to enhance engagement

7. Attendance and Family Support

Feedback Source: Social Worker needs identified through educational partner feedback

- Recognition of chronic absenteeism as ongoing concern post-pandemic
- Need for home visits and family support services

LCAP Response:

- Goal 3, Action 3: Social Worker position to conduct home visits, connect families to resources, and address barriers to attendance
- Goal 1, Action 4: Comprehensive wrap-around services through Community Schools partnerships

EJEEA's LCAP demonstrates responsiveness to educational partner feedback by incorporating specific actions that directly address the identified needs and priorities expressed by administrators, teachers, support staff, students, and families throughout the engagement process.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 4: Student Achievement

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -58.9 Hispanic -65.2 EL -87.9 SED -68.1	2023-24 ELA CAASPP DFS All Students -67.7 Hispanic -75.1 EL -93 SED -76.1		2024-25 ELA CAASPP DFS All Students -66.7 Hispanic -74.1 EL -92 SED -75.1	All Students: -8.8 Hispanic: -9.9 EL: -5.1 SED: -8
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -76.5 Hispanic -79.8 EL -87.9 SED -84.2	2023-24 Math CAASPP DFS All Students -74.6 Hispanic -79.1 EL -92.7 SED -86.3		2024-25 Math CAASPP DFS All Students -72.6 Hispanic -77.1 EL -90.7 SED -84.3	All Students: +1.9 Hispanic: +0.7 EL: -4.8 SED: -2.1
3	CA Science Test (Points from Standards) Source: CA School Dashboard	2022-23 CAST % All Students 18.5% Hispanic 16.7% EL 0.0% SED 14.3% Source: CAASPP	2023-24 CAST PFS All Students -25.9 Hispanic -27.6 EL -31.0 SED -28.1		2024-25 CAST PFS All Students -25.4 Hispanic -27.1 EL -30.5 SED -27.6	All Students: -10% Hispanic: -11.5% EL: 0% SED: +7.7% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards English Language Proficiency	40.5% Source: 2023 Dashboard	40.4% Source: 2024 Dashboard		2024-25: 40%	-0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPI – CA School Dashboard					
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.72% Proficient	2023-24: 11.46% Proficient		2024-25: 13%	+3.74%
6	Reclassification Rate Source: Dataquest	2022-23: 2%	2023-24: 15.4%		2024-25: 15%	+13.4%
7	Attendance Rate Source: CALPADS	2022-23: 94.8%	2023-24: 97.46%		2024-25: >95%	+2.66%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 9.7% Hispanic 9.5% EL 11.2% SED 10.4% SWD 11.3%	2023-24: Chronic Absenteeism Rate All Students 3.3% Hispanic 3.2% EL 4.5% SED 4.2% SWD 2.2%		2024-25 Chronic Absenteism Rate All Students 3.0% Hispanic 3.0% EL 4.0% SED 4.0% SWD 2.0%	All: -6.4% Hispanic: -6.3% EL: -6.7% SED: -6.2% SWD: -9.1%
9	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%	2024-25: 100%		2025-26: 100%	+3%

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

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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

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

Action 1: This action was partially implemented. Our assessment implementation strategy has undergone several important refinements. NWEA testing frequency has been modified from three times to two times yearly to address concerns about testing fatigue, with the next administration scheduled for spring 2025. The scope of NWEA testing varies by grade level, with kindergarten and first-grade students focusing solely on Mathematics, while students in grades two through five are assessed in English Language Arts (ELA), Spanish Language Arts (SLA), and Mathematics. Across all grade levels, we have established consistency in our assessment approach through the implementation of Benchmark assessments. These assessments, both summative and formative in nature, are uniformly administered across subjects, ensuring comprehensive coverage in both Spanish Language Arts and English Language Arts programs.

Additionally, we have implemented Level Learning reading assessments throughout our TK-5th grade program. These assessments are conducted three times per year and incorporate an interweaved assessment approach. The Level Learning framework evaluates student progress in both Spanish Language Arts and English Language Arts, providing a comprehensive view of student literacy development through regular progress monitoring.

Action 2: This action was partially implemented. Our commitment to English Learners is reflected in our comprehensive support system that integrates targeted interventions, professional development, and regular assessment practices. We have focused our efforts on three primary objectives: closing foundational literacy skill gaps, enhancing EL student performance in both English Language Arts and Mathematics, and fostering continuous improvement through data-informed decision-making and ongoing professional development.

These objectives have guided our approach to data analysis protocols, core instruction strategies, and multi-tiered support systems for English Learners. Benchmark Education has proven to be a valuable resource, providing diverse strategies for multi-level support. Working alongside the Dean of Literacy, teachers have been encouraged to implement GLAD strategies in both English and Spanish instruction, strengthening language acquisition pathways for our EL students. Currently, we are partnering with CABE (California Association for Bilingual Education) to develop our EL Master Plan, which will subsequently be presented to the English Learner Parent Advisory Committee (EL-PAC). This partnership strengthens our commitment to providing comprehensive support for our English Learners while ensuring parent and community engagement in our program development.

Substantive Difference: Our organizational structure underwent changes when we were unable to hire an additional instructional coach. This resulted in expanded responsibilities for the Dean of Literacy, which has impacted the capacity for classroom walkthroughs and ELD observations, as well as EL student assessment data analysis. Nevertheless, we have made progress by implementing Benchmark Express as our ELD curriculum, which now provides consistency in Designated ELD instruction across TK-5th grade. We are developing our capacity to understand and analyze end-of-unit assessment data through collaborative work with both the Instructional Leadership Team and teacher teams.

Action 3: This action was partially implemented Our comprehensive mathematics support system implements a multi-tiered approach to address student needs in grades 3-5. The program combines structured intervention during school hours with targeted after-school support to systematically close achievement gaps.

During the regular school day, 4th and 5th-grade students receive differentiated instruction through tiered support from their classroom teachers. A dedicated math intervention block allows for focused instruction tailored to individual student needs. Additionally, we have integrated NWEA MAP Accelerator into our daily schedule, with progress and usage closely monitored by our Dean of Mathematics. This structured implementation has shown promising results in narrowing the math achievement gap for students in grades 3-5.

Beginning in February, we are expanding our support through an after-school math tutoring program as part of our Expanded Learning Opportunities Program (ELOP). This Tier 3 intervention specifically targets students identified through NWEA assessments as needing intensive support with foundational math skills. While classroom teachers continue to provide Tier 1 and Tier 2 instruction during regular hours, this additional tutoring ensures our most struggling students receive the focused attention they need.

To further strengthen our approach, we have incorporated dedicated reteaching weeks following assessments. This intentional planning allows us to address identified learning gaps and ensure students master essential concepts before moving forward.

Action 4: This action was fully implemented. Our implementation of social-emotional learning support has successfully enhanced the professional capacity across multiple roles within our school community. The Dean of School Culture, counselor, and social worker have developed stronger competencies in their respective areas, and this growth has extended to our teaching staff as well. While we actively collect and utilize street data to inform our practices, we face an ongoing challenge in effectively incorporating survey data into our community and SEL instructional time. Time constraints have particularly impacted our ability to thoroughly analyze this data and connect it back to classroom teaching practices.

Our SEL curriculum, Second Step, provides a structured framework with four units and twenty lessons. This format offers flexibility for supplemental content while ensuring coverage of research-based topics and strategies. However, the limited scope of the pre-designed curriculum means teachers must carefully balance the core Second Step content with additional materials to meet the diverse social-emotional needs of our students. Our integrated approach to social-emotional learning weaves together classroom instruction with comprehensive student support services. Through the implementation of Second Step curriculum, we provide structured social-emotional learning within the classroom environment. This foundation is strengthened by the active collaboration between our Dean of School Culture and school counselors, creating a coordinated system that effectively identifies and addresses student needs. The partnership between these key staff members ensures that social-emotional support extends beyond the classroom walls, offering students consistent guidance and intervention when needed.

Action 5: This action was fully implemented. Our academic program extends beyond core subject areas to provide students with a rich and diverse educational experience. Students engage in a comprehensive enrichment program that includes music education, visual arts instruction, and regular library sessions. These enrichment offerings are intentionally integrated into our schedule to foster creative expression, cultural appreciation, and lifelong learning habits. Through music, students develop artistic sensibility and performance skills; through art, they explore creative self-expression and visual literacy; and through library time, they cultivate research skills and a love of reading.

Action 6: This action was fully implemented. East County SELPA oversees our special education services, which are delivered through an integrated team approach.

Our Special Education department benefits from strong district leadership, which provides comprehensive training and support for our student services. Under the guidance of our Special Education lead, we maintain a coordinated approach to both push-in and pull-out services for students with special education needs. This leadership includes weekly professional development and individualized coaching sessions for our Special Education Classroom Assistants (SECAs), focusing on effective implementation of accommodations and support strategies. While our Educational Specialists deliver direct student services, we recognize the need to strengthen collaboration between Ed. Specialists and general education teachers. Currently, this collaboration occurs on a limited basis, and we have identified this as a priority area for improvement in our ongoing program development. We are actively working to create more structured opportunities for meaningful collaboration between Ed. Specialists and classroom teachers to better serve our students with special needs.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Goal 1, Action 3: Additional Intervention Support Staff

Estimated actual expenditures exceeded the budgeted amount due to increased staffing needs identified during implementation. Analysis of student assessment data revealed that additional intervention personnel were necessary to adequately address learning gaps and academic needs. The higher expenditures resulted from hiring additional certificated and classified staff to provide enhanced small group intervention during school hours, expanded afterschool tutoring capacity, and specialized support for students requiring intensive academic intervention.

This increased investment ensures all students receive appropriate intervention services to meet academic standards and close achievement gaps, directly supporting LCAP Goal #1 objectives based on actual student needs rather than initial projections.

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

Action 1: The reduction of student assessments effectively addressed fatigue while recognizing concerns about data inconsistency. However, NWEA implementation remains ineffective due to insufficient teacher capacity to interpret results, connect them to learning continuums, and plan targeted instruction.

The newly adopted curriculum represents promising progress, though its effectiveness cannot be fully determined during this initial implementation phase. Your multiple monitoring approaches effectively provide comprehensive "whole child" insights, yet persistent ineffectiveness exists in identifying specific growth areas for individual students and addressing all identified needs. To improve effectiveness, we need to focus on structured professional development for NWEA utilization, create systems to prioritize student needs, establish curriculum-need connections, and develop systematic approaches to translate assessment data into instructional strategies.

Action 2: The implementation of the curriculum has been effective in identifying specific student needs through data analysis and providing teachers with tools to deliver rigorous, standards-aligned tasks. This action shows positive impact toward the goal.

However, the action has been ineffective in producing the targeted results for English Learners, as evidenced by the decline in academic performance on both ELA and Math Academic Indicators and the English Learner Progress Indicator (ELPI) on the 2024 CA School Dashboard. Despite the curriculum's ability to identify needs, progress among ELs is an area for growth. An analysis of local verified data has revealed that English Learners are demonstrating progress in developing English Language Proficiency and narrowing achievement gaps.

Action 3: # EJEEA's current action of implementing a multi-tiered intervention approach (Tier 1 and Tier 2) represents a strategic response to multiple assessment data analyses conducted this school year. This action demonstrates intentionality in using student data to identify and address specific learning gaps through targeted support.

While the 2024 CA School Dashboard reflects prior year data showing decline in ELA and Math performance across all student groups and school-wide, this data serves as the baseline that prompted the current intervention strategy rather than measuring its effectiveness. The current year's tiered intervention approach is still in implementation, making its full effectiveness not yet determinable through dashboard metrics.

The intentional use of student data to direct interventions at both classroom (Tier 1) and targeted small group (Tier 2) levels shows promise as an effective approach, though continued monitoring will be necessary to evaluate whether this strategy successfully reverses the documented achievement declines. Success will ultimately be measured by whether subsequent dashboard data demonstrates improvement across student groups as a result of these targeted interventions.

Action 4: EJE Elementary Academy's current action implementing a comprehensive social-emotional learning approach using Second Step curriculum, coupled with strategic collaboration between the Dean of School Culture and school counselors, demonstrates effectiveness in addressing students' non-academic needs. This coordinated approach was implemented in response to multiple assessment data analyses.

Evidence of this action's effectiveness is demonstrated by significant improvements in key metrics from the prior year: increased daily attendance, substantial reduction in chronic absenteeism rates, and the elimination of suspensions. While the 2024 CA School Dashboard reflects academic performance concerns from prior year data, these positive behavioral and attendance outcomes suggest the social-emotional interventions are effectively supporting school climate goals.

The coordinated approach between counselors and administration appears to have created a responsive system for addressing student needs beyond academics, contributing to a more supportive learning environment. This suggests the action is effectively addressing the whole-child aspects of EJE Elementary Academy's goals, even as academic interventions continue to be refined and implemented.

Action 5: EJE Elementary Academy's action of providing all students with a broad course of study has proven effective in supporting student academic development. By ensuring students have access to comprehensive core instruction (ELA, SLA, Math, Science, Social Studies, and

Physical Education) alongside enrichment opportunities in Art, Music, and Library services, the school has created a well-rounded educational experience.

The Library enrichment component has been particularly effective in developing digital literacy skills, as it provides structured instruction on accessing online catalogs, conducting internet research, and utilizing databases. This integrated approach to core academics and enrichment effectively supports students in developing both foundational knowledge and specialized skills.

By maintaining this broad course of study, EJE Elementary Academy effectively provides educational opportunities that engage diverse learning styles and interests, contributing to the whole-child development goals outlined in the LCAP cycle. The combination of core instruction with enrichment programming effectively creates multiple pathways for student achievement and engagement beyond standard academic metrics.

Action 6: EJE Elementary Academy's action regarding Education Specialist support has been partially effective in supporting students with IEPs. The Education Specialists possess valuable knowledge for collaborating with General Education teachers on planning, coaching, data analysis, and professional learning to ensure appropriate accommodations, modifications, and services are provided as identified in students' IEPs.

However, the effectiveness of this action is limited by the inconsistent availability of Education Specialists who primarily check in with teachers only "on occasion depending on the needs of the student." This implementation gap leaves General Education teachers frequently implementing IEP requirements without sufficient direction or support from Education Specialists, unless teachers proactively seek such assistance.

The current model places significant responsibility on General Education teachers to initiate collaboration rather than establishing systematic support structures. To improve effectiveness, EJE Elementary Academy should consider implementing more formalized collaboration protocols and increasing Education Specialist availability to ensure consistent support for appropriate IEP implementation across all classrooms.

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

Based on the analysis of Dashboard data and local assessment data, EJE Elementary Academy will maintain the current goal statement while implementing targeted changes to improve effectiveness. These changes include:

- Changes to metric: The CA Science Test (CAST) metric has been revised to reflect "points from standard" (PFS) measurement rather than percentage of students meeting/exceeding standards. This change creates consistent alignment with the 2024 CA School Dashboard reporting methodology and allows for more precise tracking of growth over time.

- Changes to Expected Outcomes: The one-year expected outcomes (Target for Year 2 outcomes column) will be modified to more accurately reflect realistic growth targets based on current performance data. This adjustment ensures targets remain ambitious yet attainable given the identified learning gaps.

- Changes to Actions

Three specific actions will be modified to accelerate learning and address identified gaps:

- Action 1 Modifications: Will be strengthened to provide more structured and consistent implementation of the curriculum with clearer connections between assessment data and instructional responses. This change addresses the identified ineffectiveness in responding to

specific needs in a timely manner after data review. By establishing formalized data analysis protocols with required response timelines, teachers will more systematically address identified learning gaps.

- Action 3 Modifications: Will enhance the role of Education Specialists by establishing formal collaboration structures and schedules with General Education teachers, rather than relying on occasional check-ins. This addresses the partial effectiveness of the current approach where teachers are "often left to implement without direction." The revised action will include dedicated collaboration time, co-planning protocols, and accountability measures to ensure consistent support for students with IEPs.
- Action 4 Modifications: Will be adjusted to more effectively target intervention supports, particularly for underperforming student groups. This builds upon the partially effective tiered intervention model by adding more specific guidance on intervention selection based on assessment results and implementing progress monitoring cycles to evaluate intervention effectiveness.

These modifications maintain the core goal while addressing specific implementation weaknesses identified through the analysis, creating a more focused and systematic approach to accelerating student learning and closing achievement gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	During the 2025-26 school year, EJE Elementary Academy will implement a comprehensive assessment system encompassing universal screeners (diagnostic), interim, benchmark, formative, and summative assessments, along with state-mandated testing. Through our Multi-tiered System of Supports (MTSS) framework, we will collect, disaggregate, and analyze assessment data by student group, grade level, and content area to monitor student progress and identify learning needs. **Core Assessment Program** Our primary assessment tool will be NWEA MAP (Measures of Academic Progress), approved by the California State Board of Education as a verified data source. This research-based, computer-adaptive assessment aligns with state standards and accurately measures each student's academic level and growth over time, providing teachers with actionable data to target instruction for all learners regardless of their position relative to grade level. **NWEA MAP Assessments:**	$21,880	N

		• Reading (Grades 2-5): Will be administered 2 times per year • Mathematics (Grades K-5): Will be administered 3 times per year • Spanish Language Arts (Grades 2-5): Will be administered 3 times per year • Science (Grade 5): Will be administered 3 times per year **Additional Assessments:** • State-mandated assessments: CAASPP, CAST, ELPAC, and Physical Fitness Test (PFT) • End-of-unit benchmark assessments through Illuminate platform • Leveled reading assessments for literacy progress monitoring • BPST (Basic Phonics Skills Test) for phonics assessment • MAP Accelerator for mathematics intervention support • Screening for Risk of Reading Difficulties (Grades K-2) as required by EC Section 53008 **Technology Integration** The Seesaw Platform and Google Classroom will serve as our digital assessment and assignment platforms, ensuring seamless integration with instruction and efficient data management throughout the 2025-26 school year. **Data Utilization** All assessment results will feed directly into our MTSS process, where data will be systematically analyzed to inform instructional decisions, identify students requiring intervention, monitor progress, and ensure every student receives appropriately differentiated support. This data-driven approach will transform assessment from mere evaluation into a powerful tool for continuous improvement in student achievement.		
2	STRENGTHENING EL PROGRAM & SERVICES	**Current Challenges and Needs** English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator, and this concerning trend continued with a RED performance level on the 2024	$161,821	Y

		CA School Dashboard, with academic performance declining. Our needs assessment revealed that ELs in upper grades struggle with phonological awareness and reading comprehension, both critical to reading success. Additionally, many ELs lack foundational skills in their primary language (Spanish), preventing them from transferring knowledge to English (L2). This creates a significant need for targeted interventions, including explicit vocabulary instruction, focused comprehension strategies, and structured language development support. **2025-26 Implementation Plan** During the 2025-26 school year, EJE Elementary Academy will fully implement the Benchmark ELA and ELD curriculum to address these challenges. This comprehensive approach will provide students with access to strategies that build depth in word knowledge and reinforce new vocabulary. We will align our ELD and ELA scope and sequence to ensure English Learners receive coordinated support to access ELA curriculum content effectively. ELs will utilize Benchmark Education supplemental intervention literacy resources in both print and digital formats. Benchmark's highly focused instruction is designed to close skill gaps and support ELs on their path to mastery. All ELs will continue to receive both designated and integrated English Language Development (ELD) instruction. **Instructional Support** To address the challenge of limited L1 foundation, our Spanish Interventionist will provide targeted reading support in Spanish, helping students build the foundational skills necessary for successful transfer to English. Teachers will participate in professional development on Be GLAD/GLAD strategies for use across all disciplines, supporting ELs in making progress toward English proficiency. **Leadership and Coaching** The Principal/Instructional Coach will take an active role in strengthening our EL program by providing ELD instructional coaching, conducting classroom observations, and leading professional development sessions specifically designed to address the learning needs of ELs. Through this hands-on approach, the Principal/Instructional Coach will equip teachers		

		with evidence-based pedagogical strategies to improve academic outcomes for our English Learners. The Dean of Literacy and Instructional Coach will complement these efforts by conducting regular classroom walkthroughs and observations, providing teachers with feedback cycles and leading deep dives into EL student assessment data, including performance tasks. This systematic approach will assess the effectiveness of our program in supporting ELs and inform ongoing improvements. **Program Governance** The EL Master Plan will undergo comprehensive review and revision to reflect changes in the EL program for the 2025-26 school year. The updated plan will be presented to the ELAC/EL-PAC for input and feedback, ensuring our EL families have a voice in shaping the program that serves their children. Through this multi-faceted approach combining curriculum implementation, targeted intervention, professional development, administrative leadership, and systematic monitoring, we will work to reverse the declining trend and move our English Learners from RED performance levels to academic success.		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	The 2023 CA School Dashboard revealed significant concerns with student performance for the ELA Academic Indicator. The decline pattern persisted on the 2024 CA School Dashboard, resulting in RED performance levels for English Learners, Socioeconomically Disadvantaged students, and Hispanic students. Our comprehensive review and analysis of student assessment data confirms that reading comprehension remains a critical area of need for struggling readers, highlighting the urgent necessity to strengthen Tier 1 supports and ensure consistency with Tier 2 interventions. **Targeted Intervention Framework** During the 2025-26 school year, teachers will strengthen and implement systematic phonics instruction while providing tiered academic support aligned with our MTSS framework. The master schedule will incorporate	$2,194,202	Y

		dedicated intervention blocks to ensure all students receive appropriate support based on their identified needs. A reading intervention block will provide targeted tiered support where students work with Instructional Aides, classroom teachers, or the Reading Interventionist during differentiated centers. For grades 3-5, a mathematics intervention block will offer similar tiered support through teachers, Instructional Aides, or the Math Interventionist, ensuring students receive targeted instruction to address specific skill gaps. **Digital Learning Resources** Students will access comprehensive supplemental intervention platforms to support personalized learning and address individual gaps. These resources include BrainPOP for cross-curricular support, Reading A-Z for differentiated reading practice, Freckle Math for adaptive mathematics instruction, Okapi for language development, Zearn Math for conceptual understanding, NWEA MAP Accelerator for targeted skill building, and various leveled learning platforms to address specific learning needs. **Extended Learning Opportunities** Beyond the regular school day, students will receive additional academic support through our Expanded Learning Opportunities Program (ELOP), which supplements our ASES program. This comprehensive approach includes afterschool tutoring, intersession support, and summer programming that combines academic intervention with social enrichment activities. These extended learning opportunities ensure continuous support for students who need additional time and instruction to meet grade-level standards. Through this multi-layered approach combining targeted intervention blocks, digital learning platforms, and extended learning opportunities, we will work to move our most vulnerable student populations from RED performance levels to academic proficiency and success.		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	EJEEA will continue its third year of implementing the Second Step SEL curriculum. This program will be integrated with Positive Behavioral Interventions and Supports (PBIS), Community Circles, and Restorative Practices. Together, these approaches are designed to proactively nurture	$357,503	Y

		positive relationships, promote a supportive school climate, teach self-regulation, and foster a strong sense of community among students and staff. Teachers will receive ongoing coaching and training on the Second Step SEL curriculum to ensure consistent and effective delivery. The Virtues Project will also continue as a schoolwide initiative, with daily discussions of virtues during morning messages and community meetings, reinforcing positive values and behaviors. **Leadership and Staff Roles** Leadership and support staff play key roles in these efforts. The Dean of School Culture will lead schoolwide SEL and PBIS initiatives, provide coaching to staff to ensure fidelity of implementation, address student behavioral issues, and oversee the implementation of the behavior matrix. The Dean will also co-lead monthly assemblies and presentations with the Counselor and offer parent workshops focused on SEL and strategies for addressing student behavioral challenges. The Counselor will provide small group counseling services for students and facilitate professional development for staff on behavioral challenges and SEL best practices. **Expanded Student Support Services** The Social Worker will address barriers to learning and attendance, including chronic absenteeism, withdrawal, substance abuse, and bullying. In addition, a Behavioral Analyst will collaborate with teachers to develop individualized behavior plans and demonstrate effective strategies for addressing behavioral challenges and minimizing classroom disruptions. **Classroom Management and SEL Integration** Classroom management remains a crucial component of social-emotional learning. Teachers will integrate the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework into their instruction, focusing on five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies will be embedded within the school's Multi-Tiered System of Supports (MTSS), PBIS, and the Virtues Project, enabling teachers to tailor their lesson plans to meet each student's needs and ultimately improve both behavior and academic outcomes.		

		Monitoring Progress and Data-Driven Decision Making To monitor progress and inform decision-making, EJEEA will administer Panorama surveys to all students, staff, and families. These surveys serve as a universal SEL screener, assessing school climate, connectedness, and student SEL needs. The Panorama platform provides a visual dashboard for interpreting data and taking immediate action to improve student outcomes. Recognized as evidence-based by Every Student Succeeds Act (ESSA), Panorama surveys help educators implement best practices for intervention management and also support the well-being and social-emotional capacity of staff. **Community Partnerships and Wrap-Around Supports** As a Community School, EJEEA will continue to provide integrated supports and comprehensive wrap-around services to improve student outcomes. The school will partner with organizations and agencies such as Crossroads Family Center, Family Health Centers of San Diego, Bastyr Clinic (offering onsite services twice weekly), a Marriage and Family Therapist (MFT) consultant, and McAllister for mental health supports. **Ongoing Professional Development and Student Leadership** Teachers and staff will receive ongoing restorative practices training to best meet students' social-emotional and behavioral needs and to continue promoting a positive school culture. Additionally, students will have opportunities to participate in a peer mentor program with middle school students, promoting the development of healthy social and behavioral skills. Through these comprehensive and coordinated efforts, EJEEA aims to see improvements in student behavior, academic success, and overall school climate, ensuring a safe, supportive, and inclusive environment for all members of the school community.		
5	BROAD COURSE OF STUDY	EJE Elementary Academy is committed to providing all students with a comprehensive and well-rounded education. The core curriculum includes English Language Arts (ELA), Spanish Language Arts (SLA), Mathematics, Science, Social Studies, and Physical Education. In addition	$183,914	N

		to these foundational subjects, all students have access to enrichment opportunities in Art and Music, fostering creativity and self-expression. As part of our Literacy Initiative, students also participate in Library enrichment. This program provides instruction on how to access and utilize the online catalog, conduct internet research, and navigate educational databases, equipping students with essential information literacy skills for academic success. Through this broad course of study, EJE Elementary Academy ensures that every student receives a diverse and enriching educational experience that supports both academic and personal growth.		
6	SERVICES TO SUPPORT SWD	East County serves as the SELPA provider for EJE Elementary Academy, ensuring that students with disabilities (SWD) receive the comprehensive support they need to thrive academically, socially, and behaviorally. The Special Education (SPED) Team—comprising the Principal/SPED Director, Education Specialists, General Education teachers, and contracted service providers—collaborates closely to deliver all required services in alignment with each student's Individualized Education Program (IEP). Education Specialists will actively participate in professional learning opportunities offered by the SELPA, district, school, and other relevant resources. These trainings are designed to enhance instructional practices, improve student outcomes, and accelerate learning for SWD. The District SPED Director, Education Specialists, Principal, school-hired Education Specialists, and Executive Director will work collaboratively to ensure coherence and alignment in the delivery of both push-in and pull-out special education services. Collaboration between Education Specialists and General Education teachers is a priority. Together, they will engage in joint planning, coaching, data analysis, and professional development to guarantee that all accommodations, modifications, and related services outlined in students' IEPs are effectively implemented. Additionally, EJEEA will continue to strengthen its partnership with Special Education Classroom Assistants (SECAs), who are school-hired staff members. SECAs (costs included in Goal 1, Action 3) will receive ongoing coaching and professional development focused on reviewing IEPs, implementing instructional strategies, and supporting accommodations.	$80,801	N

		They will also be trained in positive discipline protocols and effective responses to student behaviors, ensuring a supportive and inclusive learning environment. Through these coordinated efforts, EJE Elementary Academy is committed to providing high-quality, individualized support to all students with disabilities, promoting their academic success and overall well-being.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72%	2022-23: 76.9%		2023-24: 90%	+4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 5 Math: 5 Social Science:4 Science: 4 CTE: N/A Health: 3 PE: 5 VAPA: 5 World Language: 5	2024-25: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 3 PE: 5 VAPA: 4 World Language: 5		2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 5	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: +1 CTE: N/A Health: 0 PE: 0 VAPA: -1 World Language: 0

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. EJE Elementary Academy operates under shared leadership with a Principal who splits duties between EJEEA and EJEMA. Our staff includes fully credentialed classroom teachers and substitutes who ensure uninterrupted instruction. EJEEA provides 180 instructional days, surpassing California's charter school requirement of 175 days. Professional development is prioritized through multiple channels: new teachers receive two full days of coaching support, all teachers participate in four intensive summer training days, and weekly professional development sessions continue throughout the academic year. Additionally, two full professional development days have been incorporated into the 2024-2025 school calendar.

Action 2: This action was fully implemented. Our professional development program begins with intensive summer training - four days for returning staff and six days for new teachers - and continues with weekly sessions throughout the academic year. This year's professional development emphasizes our coaching model, which centers on a thorough internalization process for units of study, lessons, and assessments. Teachers engage in detailed student data analysis to guide daily instruction and implement targeted reteaching strategies.

The introduction of Wheel Time has provided grade-level teams with dedicated collaboration periods, strengthening our standards alignment, assessment practices, and differentiated instruction planning. Our focus on social-emotional learning and PBIS has yielded positive results, evidenced by reduced suspensions and referrals compared to previous years.

Our academic deans and coaches work closely with teachers to develop and deliver standards-aligned, rigorous instruction. This collaboration has established comprehensive assessment practices and responsive intervention systems based on both formative and summative data. All administrators have completed Relay Instructional Leadership Academies training to enhance our coaching program, ensuring each teacher receives individualized support. We continue to partially fund teacher induction programs, successfully aligning individual program goals with locally developed coaching objectives.

Monday professional development sessions have been restructured to include targeted practice clinics for teachers needing additional support, along with dedicated time for developing formative assessments and exemplars to guide weekly instruction. Looking ahead, we have identified restorative practices as our next focus area for school-wide professional development.

Action 3: This action was fully implemented. All students at our school have full access to standards-aligned curriculum and instructional materials. Our academic deans and coaches maintain an active oversight role, regularly monitoring classroom resources and ensuring teachers are equipped with sufficient materials and consumables to support each student's learning needs. This proactive approach to resource management ensures uninterrupted access to learning materials throughout the academic year.

Action 4: This action was fully implemented. Our school maintains a one-to-one device ratio in all classrooms, ensuring equitable access to technology for all students. Our dedicated IT specialist conducts regular hardware and software inspections, implementing preventive maintenance and updates to keep our technology infrastructure current and fully operational. This systematic approach to technology management ensures reliable device access and functionality to support student learning across all grade levels.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Goal 2, Action 1: Teaching Positions

Estimated actual expenditures were lower than the budgeted amount for Goal 2, Action 1. While all teaching positions were successfully filled as planned, the cost savings resulted from hiring new teachers who entered at lower salary steps on the certificated salary schedule compared to the experienced teachers originally budgeted for these positions. The salary differential between budgeted veteran teacher salaries and actual new hire salaries created the material difference in expenditures. This allowed the district to maintain full staffing levels while generating cost savings that can be redirected to support other educational priorities within LCAP Goal #2.

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

Action 1: This action has been **moderately to highly effective** in supporting Goal 2's objectives. The establishment of a collaborative leadership structure, expansion of professional learning opportunities, and evidence of improved teacher retention demonstrate clear progress toward the goal. The challenges with substitute coverage and pre-year preparation represent implementation obstacles rather than fundamental ineffectiveness of the action's design. The action provides the essential human resource foundation upon which the other collaborative leadership and professional learning initiatives in Goal 2 can build.

Strong Foundation for Collaborative Leadership: The action has successfully established the basic infrastructure needed for collaborative leadership by employing appropriately credentialed classroom teachers and maintaining a shared principal model between elementary and middle school programs. This structure provides the foundation for the collaborative practices outlined in Goal 2.

Enhanced Professional Learning Culture: The implementation has exceeded initial expectations by adding two full professional development days to the 2024-2025 school calendar beyond the planned four intensive summer days. This demonstrates a commitment to building the culture of professional learning that Goal 2 emphasizes. The integration of these additional days has created stronger connections between teaching practices and the school's coaching model.

Teacher Capacity Building: The action has contributed to teacher capacity development through the extended professional development opportunities. New teachers receive additional support with two full days of coaching beyond the standard program, indicating differentiated support that aligns with Goal 2's focus on building teacher expertise.

Retention and Stability: The collaborative approach appears to be supporting teacher retention, as evidenced by the statement that "having teachers working together not only builds teacher capacity but also contributes to teacher retention." This directly supports Goal 2's objective of improving teacher retention rates through collaborative practices.

Action 2: This action has been **highly effective** in achieving Goal 2's objectives. The comprehensive professional development system has successfully built teacher capacity, established collaborative structures, improved instructional practices, and contributed to teacher retention.

- **Robust Professional Learning System:** The action successfully established comprehensive professional development with four intensive summer days (six for new teachers) plus weekly sessions, directly supporting Goal 2's culture of professional learning and teacher capacity building.
- **Effective Coaching Model:** Each teacher receives an individual academic coach addressing both academic goals and social-emotional support, making teachers "feel heard and welcomed." This personalized approach directly contributes to Goal 2's teacher retention objectives.
- **Enhanced Collaboration:** The addition of "Wheel Time" as common prep has strengthened grade-level collaboration, enabling teams to align standards, develop differentiated lessons, and analyze student data collectively exemplifying Goal 2's collaborative leadership practices.
- **Leadership Capacity Building:** All administrators completed Relay Instructional Leadership Academies, enabling the coaching program development and ensuring each teacher has coaching access.
- **Measurable Improvements:** The focus on data-driven instruction and SEL/PBIS integration has produced concrete results, including decreased suspensions and referrals compared to previous years.

Action 3: This action has been **moderately effective** in supporting Goal 2's objectives. While it successfully provides the essential foundation of standards-aligned materials necessary for collaborative instructional improvement, implementation consistency challenges indicate that materials alone are insufficient without integrated professional learning systems. The action serves as a necessary but not sufficient component of Goal 2's approach—greater integration with coaching and professional development efforts would enhance effectiveness in achieving collaborative leadership and shared instructional practices.

Action 4: This action has been **highly effective** in achieving Goal 2's objectives. The comprehensive digital infrastructure directly supports collaborative teaching practices, enables standards-aligned curriculum delivery, and provides teachers with flexible tools that facilitate the professional learning culture and improved student academic outcomes that Goal 2 emphasizes.

- **Universal Access Achieved:** Each classroom maintains a 1:1 device-to-student ratio, ensuring equitable access to instructional materials that support Goal 2's standards-aligned instruction objectives.
- **Systematic Support Structure:** Regular IT inspections maintain device functionality, demonstrating the support systems that enable collaborative teaching practices central to Goal 2.
- **Enhanced Instructional Capacity:** Teachers can assign online or paper-based work and access web-based programs targeting foundational needs in math and literacy, directly supporting Goal 2's objective of improving student academic outcomes while enabling flexible, differentiated instruction.
- **Collaborative Resource Sharing:** Digital access allows teachers to find and share online activities that enrich learning, facilitating the collaborative practices Goal 2's professional learning culture promotes.

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

Based on the analysis of Dashboard data and local assessment results, EJE Elementary Academy has determined that no changes will be made to the planned goals, metrics, target outcomes, or actions for the upcoming year. This decision follows comprehensive reflections on current practices and metrics.

EJEEA has evaluated the effectiveness of existing actions and determined that the current approach remains appropriate for addressing student needs identified in the data. While some implementation challenges have been noted in the analysis, these do not warrant structural changes to the goals or actions themselves, but rather continued focus on strengthening implementation of the existing plan.

EJE Elementary Academy will maintain consistency in its improvement approach for the coming year, allowing sufficient time for current strategies to demonstrate their full impact. This stability in goals and actions will support continuity in program implementation while EJEEA continues to monitor progress and make adjustments to implementation practices as needed throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	For the 2025-26 school year, EJE Elementary Academy will employ an Executive Director, a Principal (shared with the middle school), and a team of appropriately credentialed classroom teachers. The Executive Director will serve in an administrative capacity, overseeing school operations and ensuring compliance with organizational policies and procedures at both schools. The Principal's primary responsibility will function as the Lead Instructional Coach, providing oversight and coordination for the Instructional Coach and both Deans of Academics (ELA and Math). Working collaboratively with the Dean of Academics for ELA, the Principal will spearhead the school's English Language Development and literacy initiatives to drive measurable improvements in student academic achievement, providing direct support to teachers to enhance instructional practices and student learning. Additionally, the Principal will supervise the school's Instructional Coach as well as both Deans of Academics for English Language Arts (ELA) and Mathematics, ensuring strong instructional leadership and alignment across all academic programs.	$2,946,622	Y

		This leadership and instructional team will work collaboratively to deliver a rigorous and comprehensive educational program that includes English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and Physical Education. Through a focus on instructional excellence and ongoing professional development, EJE Elementary Academy is dedicated to supporting educator growth and maximizing student achievement.		
2	PROFESSIONAL DEVELOPMENT	EJE Elementary Academy is dedicated to building teacher capacity, expertise, and retention through robust professional learning opportunities and ongoing coaching. By investing in high-quality professional development, EJEEA aims to strengthen instructional practices and improve student outcomes across all grade levels. **Areas of Focus for 2025-26** For the 2025-26 school year, professional development will emphasize the following key areas: • Designing and implementing standards-aligned units and assessments • Data analysis and instructional planning • Social-Emotional Learning (SEL) practices, including PBIS & Rewards, anti-racism curriculum, and restorative practices • Differentiated instruction to meet diverse student needs • Effective implementation of Tier 1 and Tier 2 interventions A schoolwide focus will remain on strengthening ELA and Math academic performance, as well as supporting English Learner Development (ELD) and literacy initiatives. **Leadership and Coaching Structure** The Principal will serve as the Lead Instructional Coach, overseeing the Instructional Coach and both Deans of Academics (ELA and Math). The Principal, together with the Dean of Academics for ELA, will lead the school's ELD and literacy initiatives to drive improvements in student academic achievement.	$730,083	Y

		The Deans of Academic Instruction for Literacy and Math will facilitate professional development, provide targeted content area coaching, model lessons, and conduct classroom observations as part of the Instructional Leadership Team. Together, they will support teachers in developing a schoolwide vision and systems for rigorous, standards-aligned instruction and assessment. Professional learning will also address best practices in assessment design, ensuring reliability, validity, and appropriate accommodations or modifications for students with disabilities. **Professional Learning Practices** The Deans of Academic Instruction will lead professional learning in the following areas: • Understanding by Design (UbD) for lesson planning and instructional alignment • Providing feedback and processing alignment of instructional practices • Calibration of assessments and rubric-based grading • Conducting data dives with formative and summative assessments • Implementing a tiered system of supports (intervention) Instructional Coaches will focus on supporting teachers with evidence-based pedagogical strategies to increase student engagement and achievement. **Ongoing Development and Support** To ensure teachers have time for professional growth, substitute teachers will be employed to release classroom teachers for professional development, coaching, and peer observations. This also helps maintain instructional continuity and minimize disruptions to student learning. EJEEA's leadership team will participate in RELAY Instructional Leadership Academies to build leadership capacity and strengthen alignment in coaching and support for teachers. As a recipient of the Phase 3 MTSS Grant, the Administrative and Instructional Leadership Team will continue comprehensive MTSS training, designing and implementing a schoolwide MTSS model that integrates existing and new initiatives for seamless, aligned, and effective support.		

		Support for Teacher Effectiveness and Retention To further support teacher effectiveness, retention, and credential clearance, EJE Elementary Academy will partially fund induction expenses for teachers.		
3	CORE CURRICULAR PROGRAM NEEDS	EJE Elementary Academy ensures that all students have access to standards-aligned curricular and instructional materials across all content areas. The school regularly reviews and evaluates curriculum resources to maintain alignment with state standards and support effective teaching and learning. As needs arise, additional curricular materials and consumables will be purchased to ensure that every classroom is fully equipped to deliver a high-quality educational program.	$137,583	N
4	CLOSING THE DIGITAL DIVIDE	EJE Elementary Academy is committed to ensuring that every student has access to a technology device for use in accessing instructional and curricular materials. The IT Team will provide ongoing technical support, maintain reliable internet connectivity throughout the campus, and ensure that technology devices are readily available for both students and staff. In addition, the IT Team will facilitate access to essential web-based applications, including a subscription to Zoom, to support digital learning and communication. Through these efforts, EJE Elementary Academy aims to eliminate barriers to technology access and promote digital equity for all members of the school community.	$247,705	N

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Exemplary		2025-26: Good	Exemplary
17	Parent input in decision-making for UP & SWD.	2023-24: 9. 5 10.5	2024-25: 9. 5 10. 5		2025-26: 9. 5 10.5	9. 0 10.0 11.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	(Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	11.5 12.5	11. 5 12.5		11.5 12.5	12.0
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 5 3. 5 4. 5	2024-25: 1. 5 2. 5 3. 5 4. 4		2025-26: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. -1
19	Other Local Measure - Student Survey: Sense of	2023-24: 50% Sense of Safety	2024-25: 54% Sense of Safety		2025-26: 56% Sense of Safety	+4% Sense of Safety -1% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	safety & school connectedness Source: Panorama	59% School connectedness	58% School Connectedness		60% School Connectedness	
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 83% Sense of Safety 87% School connectedness	2024-25: 74% Sense of Safety 88% School Connectedness		2025-26: 77% Sense of Safety 90% School Connectedness	-9% Sense of Safety +1% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 79% Sense of Safety 88% School connectedness	2024-25: 100% Sense of Safety 68% School Connectedness		2025-26: >90% Sense of Safety 71% School Connectedness	+21% Sense of Safety -20% School Connectedness

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Our school cultivates a rich learning environment through diverse experiences and comprehensive support systems. Each student participates in two annual field trips - one focused on educational enrichment and another exploring university campuses. Student achievement is celebrated three times per year, recognizing excellence in attendance, character development, virtues, and academic performance. These recognition practices complement our school-wide PBIS strategies, which form the foundation of our positive school culture and safe learning environment.

We strengthened school-family connections by encouraging teachers to conduct home visits or organize community outings with students and their families. Student well-being is monitored through Panorama school climate surveys, which serve as both a universal SEL screener and a measure of students' perceptions of their school environment. Two full-time health aides provide ongoing health support for our student community.

Campus safety is overseen by our Safety Committee, which includes representatives from teaching staff, administration, and leadership. This committee regularly reviews and updates our Comprehensive School Safety Plan, which is presented annually to all staff members. We have enhanced campus security through a visitor management system and maintain strict volunteer protocols, including mandatory background checks and completion of volunteer packets.

Action 2: This action was partially implemented. EJEEA has established a comprehensive community engagement framework centered around our Community Engagement Initiative Committee, which serves as our primary channel for gathering input from parents and students. This committee, formed through the merger with our former CCSPP Steering Committee, now represents a diverse cross-section of our school community, including staff, educators, parents, students, and community members.

To ensure broad representation and feedback, we maintained additional dedicated advisory bodies, including the English Language Advisory Committee and Parent Advisory Committee. These complementary groups have worked in concert with the Community Engagement Initiative Committee to provide multiple avenues for parent voice and participation in school decision-making processes

Action 3: This action was fully implemented. EJEEA fosters strong family engagement through multiple pathways of participation and communication. ParentSquare serves as our primary communication platform, ensuring consistent and accessible information sharing between school and families. Our Coffee with the Principal events continues to provide valuable forums for family dialogue, offered both in-person during morning hours and virtually in the afternoons to accommodate diverse family schedules. Parent involvement opportunities have expanded through volunteer programs, committee participation, and targeted workshops. The addition of a school social worker has enhanced our ability to address critical student needs, including attendance, truancy prevention, substance abuse education, relationship building, and anti-bullying initiatives.

To ensure equitable access and participation, we maintain bilingual communication practices, providing all correspondence, policies, and compliance documents in both English and Spanish. Interpreter services are readily available for parent workshops and other school events upon request, supporting our commitment to inclusive family engagement.

Action 4: This action was fully implemented. EJE Elementary Academy maintains high standards for facility safety and cleanliness for all students and staff. We have completed our annual Facility Inspection Tool (FIT) assessment, with results documented in our School Accountability Report Card (SARC), Local Indicators on the California School Dashboard, and Local Control Accountability Plan (LCAP). Following our established protocol under the Proposition 39 Memorandum of Understanding, we have reported all facility findings to Chula Vista Union School District, which owns and leases the facility to us.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Goal 3, Action 1: Student Nutrition Program

Estimated actual expenditures for the student nutrition program were significantly lower than the budgeted amount for Goal 3, Action 1. The reduced costs resulted from lower than anticipated student meal participation rates and more favorable food procurement pricing than originally projected.

Factors contributing to the cost savings included fluctuating daily enrollment affecting meal counts, seasonal variations in student participation, and successful negotiation of food service contracts that yielded better pricing structures. These savings demonstrate efficient program management while continuing to provide nutritional support to students in need, maintaining alignment with LCAP Goal #3 objectives.

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

Action 1: This action has been **highly effective** in achieving Goal 3's objectives. The comprehensive approach to positive climate, safety, and engagement creates the foundational environment necessary for meaningful family and community partnerships, despite some implementation barriers that limit full potential.

- **Comprehensive Engagement Programming:** Two annual field trips and three yearly student recognition events create multiple touchpoints for family involvement and community connection that support Goal 3's engagement objectives.
- **Positive Culture Foundation:** PBIS strategies effectively build culture and create safe environments, directly supporting Goal 3's welcoming and positive learning environment goals.
- **Systematic Climate Monitoring:** Panorama surveys provide data-driven insights into student perceptions, enabling responsive adjustments to maintain the supportive environment Goal 3 emphasizes.
- **Safety Infrastructure:** Regular safety plan reviews, visitor management systems, and two full-time health aides demonstrate commitment to the safe learning environment central to Goal 3.
- **Community Connection Building:** College visits reinforce school mission while encouraged home visits build teacher-family rapport, strengthening the home-school collaboration Goal 3 promotes.

Action 2: This action has been **moderately effective** in achieving Goal 3's objectives. While it provides shared leadership structures and demonstrates growing parent interest in school partnership, challenges with demographic representation and participation scale limit full effectiveness in achieving Goal 3's comprehensive family and community engagement vision.

- **Active Committee Structure:** The Community Engagement Initiative Committee, ELAC, and Parent Advisory Committee provide multiple decision-making opportunities, directly supporting Goal 3's shared leadership structures.
- **Streamlined Operations:** Merging the CCSPP Steering Committee into the Community Engagement Initiative created a more inclusive structure with staff, educators, parents, students, and community members.

Action 3: This action has been **highly effective** in achieving Goal 3's objectives. The comprehensive approach to parent engagement, effective communication systems, and wraparound support services create multiple pathways for authentic family participation and culturally responsive partnerships, with growing evidence of strengthened home-school collaboration despite some participation scale limitations.

- **Comprehensive Engagement Platform:** EJEEA provides multiple family engagement opportunities including volunteerism, committees, parent workshops, and varied communication methods, directly supporting Goal 3's authentic family engagement and shared leadership objectives.
- **Effective Communication Systems:** ParentSquare serves as the universal communication method enabling bidirectional messaging between parents and teachers, strengthening the home-school collaboration central to Goal 3.
- **Flexible Programming:** Coffee with the Principal accommodates schedules through morning in-person and afternoon virtual options, demonstrating responsive approaches to family engagement that Goal 3 emphasizes.
- **Wraparound Support Services:** The social worker addresses critical issues including attendance, truancy, substance abuse, relationships, and bullying, providing comprehensive family support that aligns with Goal 3's culturally responsive community partnerships.
- **Bilingual Accessibility:** All correspondence, policies, and compliance documents are available in English and Spanish with interpreters provided during workshops, ensuring inclusive participation that Goal 3's welcoming environment promotes.
- **Growing Participation:** EJEEA reports "more constant parents and a growing number of participants," indicating progress toward Goal 3's strengthened family engagement objectives.

Action 4: This action has been **highly effective** in achieving Goal 3's objectives. Exemplary facility conditions and proactive maintenance culture provide the essential foundation that enables meaningful family and community engagement by creating the safe, supportive, and welcoming physical environment that Goal 3 requires.

- **Exemplary Facility Standards:** EJEEA achieved an "Exemplary" FIT rating in 2024-25, exceeding the baseline "Good" rating and demonstrating commitment to the safe, clean environment Goal 3's welcoming atmosphere requires.

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

For the 2025-26 LCAP, EJEEA will maintain Goal #3 without changes to the goal statement, metrics, or action items. This continuity reflects our ongoing commitment to strengthening family and community engagement and maintaining a positive, supportive learning environment.

As a charter school, EJEEA develops an annual (one-year) LCAP rather than a three-year plan, allowing for greater responsiveness to evolving community needs. Consequently, we revise target outcomes annually based on current performance data and identified areas for growth. This approach ensures transparency in our improvement process and maintains tight alignment between our family engagement strategies, school climate initiatives, and the overall educational mission of our school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	EJE Elementary Academy is dedicated to fostering a positive school climate, deepening student engagement, and ensuring a safe learning environment for all students. To enhance learning and motivation, EJEEA will provide students with a variety of outdoor learning experiences, including field trips and visits to colleges and universities as part of our college-going culture. Schoolwide events, cultural celebrations, and assemblies will be held regularly to recognize students for academic achievement and positive attendance, further supporting student engagement and a sense of community. As part of our commitment to Positive Behavioral Interventions and Supports (PBIS), EJE Elementary Academy will continue to implement schoolwide expectations and recognition systems such as the Eagle Eye tickets. The "Justice Keepers" program, which includes selected 4th and 5th grade students serving as peer mentors, will further promote leadership and positive behavior among students. Safety remains a top priority. The School Safety Plan will be reviewed and updated annually by the leadership team and presented to all staff. EJEEA will continue to utilize an online visitor management system, requiring all visitors to check in and register as part of our comprehensive safety protocols. Additionally, Health Aides will be employed to provide preventative care, conduct health screenings, and administer first aid, further supporting the well-being of our school community. Through these coordinated efforts, EJE Elementary Academy strives to create an inclusive, engaging, and secure environment where every student can thrive academically, socially, and emotionally.	$996,070	N
2	PARENT INPUT IN DECISION-MAKING	EJE Elementary Academy is committed to fostering meaningful family engagement in school decision-making processes. Families are invited to participate in a variety of schoolwide committees, including the English Language Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the English Learner Parent Advisory	$135,171	N

Action #	Title	Description	Total Funds	Contributing
		Committee (EL-PAC) as required by California Education Code 52062(a)(2), and the Parent Advisory Committee (PAC) as required by California Education Code 52062(a)(1). In addition, families can contribute to school planning and improvement efforts through participation in the CCSPP Steering Committee. To ensure equitable access and participation, translation of materials and interpreter services will be provided upon request, enabling all families to have a voice in shaping the school's programs and policies.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	EJE Elementary Academy is committed to fostering strong partnerships with families, including those of unduplicated pupils and students with disabilities, by offering a variety of meaningful opportunities for engagement and participation. The Parent Coordinator will support all parents in becoming active partners in their child's education through volunteer opportunities, involvement in planning and attending schoolwide events, and participation in Parent Education workshops. In response to family requests, "Coffee with the Principal" sessions will be held to address key topics such as literacy and math initiatives, the impact of chronic absenteeism on student academic outcomes and socialization, PBIS implementation and social-emotional learning (SEL), understanding state and local assessment results, and nutrition education. Communication with families will be maintained regularly through ParentSquare and the school's website. Parents will also have access to PowerSchool's Parent Portal, which allows them to monitor their child's attendance, behavior, and academic progress, as well as communicate directly with teachers and staff. Recognizing that chronic absenteeism and behavioral challenges remain areas of concern post-pandemic, the Social Worker will play a vital role in supporting students and families. The Social Worker will conduct home visits, meet with students and families, and connect them to appropriate resources and services to improve attendance, engagement, school climate, and academic outcomes. The Social Worker will also address barriers to learning such as truancy, behavioral issues, social withdrawal,	$141,269	Y

Action #	Title	Description	Total Funds	Contributing
		substance abuse, and bullying, and will help families access community-based resources in alignment with the Four Pillars of Community Schools. The Community Schools Coordinator will continue to develop and strengthen partnerships with community-based organizations, institutions of higher education, and local agencies to support the implementation of the Community School model. Parents will be provided with resources to further their own education through organizations such as Barrio Logan College Institute, UCSD Extension, and Grossmont Community College District. The coordinator will also maintain the school's partnership with PIQE (Parent Institute for Quality Education) to empower families with the knowledge and skills needed to effectively partner with the school and community, ensuring their children reach their full potential. All correspondence to families and guardians will be provided in English and translated into Spanish, in accordance with the results of the primary language survey and the "15% and above translation needs" criteria, ensuring equitable access to information for all families.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	EJE Elementary Academy is committed to providing all students and staff with a safe, clean, and well-maintained school environment. To ensure high standards of facility upkeep, EJEEA will complete the Facility Inspection Tool (FIT) annually. The results of this inspection will be reported in the School Accountability Report Card (SARC), reflected in Local Indicators on the California School Dashboard, and included in the Local Control and Accountability Plan (LCAP). Any issues or findings identified through the FIT will be promptly reported to the Chula Vista Elementary School District (CVUSD), as the school facility is leased from the district under the Prop 39 Memorandum of Understanding (MOU). Through these ongoing efforts, EJE Elementary Academy ensures that the school remains a safe, healthy, and welcoming place for learning.	$349,755	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,938,719	$223,684

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
31,18%	0%	$0	31,18%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	**Dashboard Performance Data** • **2023 CA School Dashboard**: English Learners performed 87.9 points below standard (RED), Hispanic students scored 79.8 points below standard (RED), and Socioeconomically Disadvantaged students scored 84.2 points below standard (RED) • **2024 CA School Dashboard**: Performance further declined with All Students falling to 67.7 points below standard (8.8 points further from standard), English Learners dropping to 92.7 points below standard	**Universal Need Across All Student Groups:** The 2024 CA School Dashboard data shows that **all major student subgroups** (All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students) performed below standard, with most groups showing declining performance. This universal need across the entire school population justifies an LEA-wide approach. **Systemic Implementation Required**	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(4.8 points further), and Socioeconomically Disadvantaged students declining to 86.3 points below standard (2.1 points further) **CAASPP Assessment Results** • Student proficiency rates **decreased from 24% in 2022-2023 to 22.87% in 2023-2024**, representing a 1.13% decline in the percentage of students meeting or exceeding standards	• **Consistent Framework**: An LEA-wide MTSS approach ensures consistent intervention protocols across all classrooms and grade levels • **Resource Optimization**: Shared staffing model (Instructional Aides, Reading/Math Interventionists) allows for flexible deployment based on real-time student needs • **Data-Driven Coordination**: LEA-wide implementation enables systematic data collection and analysis to inform intervention adjustments **Equity and Access** Providing services LEA-wide ensures that: • All students have equitable access to intervention resources regardless of classroom assignment • Digital platforms and classroom libraries are available to support differentiated instruction in every classroom • Specialized staff can serve students across multiple grade levels and classrooms as needs arise	
Goal 1, Action 4	The unique identified need stems from **significant social-emotional and behavioral challenges** that emerged post-pandemic and continue to impact student learning and school climate: **Behavioral and Attendance Data** • **Chronic Absenteeism**: While EJEEA has made progress (reducing from higher baseline levels to current rates), chronic absenteeism remains a barrier to learning that requires ongoing intervention	**Universal Impact and Systemic Culture Change** The pandemic's impact on socialization, self-regulation, and mental health affected all students regardless of academic performance or demographic characteristics. The identified need for "fully implement, train and coach all staff on PBIS, Restorative Practices, SEL" requires schoolwide coordination to ensure fidelity across all classrooms and interactions. Creating a "safe, supportive, welcoming, and positive learning	The metrics that will be used to monitor effectiveness: • #7: Attendance Rates • #8: Chronic Absenteeism Rates

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• **Post-Pandemic Impact**: The document specifically notes that "chronic absenteeism and behavioral challenges remain areas of concern post-pandemic." Our needs assessment identified that the pandemic significantly affected: Student learning recovery, socialization skills development; self-regulation abilities; and mental health and emotional well-being.	environment" requires every adult in the building to be trained and supported in implementing consistent practices. **Prevention-Focused Approach and Community Schools Alignment** Schoolwide implementation provides Tier 1 universal supports where all students receive foundational SEL instruction and positive behavioral supports, enables early identification through universal screening before problems escalate, and uses a preventive approach that reduces the need for more intensive interventions. As part of the Community Schools model, this ensures integrated student supports coordinate SEL services with academic and family engagement initiatives while addressing social-emotional needs as fundamental to academic success. **Specialized Staff Roles Addressing Critical Gaps** the Counselor will provide small group counseling services for students experiencing social-emotional challenges and facilitates professional development for staff on behavioral challenges and SEL best practices, directly addressing the identified mental health support needs of students impacted by pandemic-related trauma. The Dean of School Culture leads schoolwide SEL and PBIS initiatives, provides coaching to staff to ensure fidelity of implementation, addresses student behavioral issues using alternatives to suspension while maintaining the school's 0% suspension rate, and oversees implementation of the behavior matrix and monthly assemblies to improve communication about behavior policies. The Behavioral Interventionist (BCBA) collaborates with teachers to develop	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		individualized behavior plans for students with significant behavioral challenges, demonstrates effective strategies for addressing behavioral challenges and minimizing classroom disruptions, and provides specialized expertise for students whose needs exceed typical classroom management approaches. **Medical and Mental Health Services** The Bastyr Clinic partnership provides onsite medical services twice weekly, addressing health-related barriers to learning and attendance while offering holistic health support that recognizes the connection between physical and emotional well-being. This reduces barriers for families who may have difficulty accessing healthcare services. The comprehensive mental health support network partners with Crossroads Family Center, Family Health Centers of San Diego, Marriage and Family Therapist (MFT) consultant, and McAllister to provide wrap-around services aligned with the Four Pillars of Community Schools. **Data-Driven Monitoring and Intervention** Panorama SEL School Climate Surveys serve as a universal SEL screener to systematically identify students at risk while assessing school climate, connectedness, and student SEL needs across all stakeholders. The platform provides a visual dashboard for interpreting data and taking immediate action to improve student outcomes, enabling evidence-based decision making recognized by ESSA and supporting implementation of best practices for intervention management.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action 1	There are significant achievement gaps and academic declines among English Learners (EL) and Socioeconomically Disadvantaged (SED); and Hispanic Student groups which all received a RED Performance level for the ELA Academic Indicator. **Identifying At-Risk Students**: Training all teachers to recognize signs of language learning difficulties helps identify students who may need additional support, including native English speakers who struggle with academic language. **Building on Strengths**: Professional development on supporting EL/LTEL students helps all teachers recognize and build on the linguistic and cultural assets all students bring to learning, strengthening instruction for the entire school community.	The Principal's primary responsibility will function as the Lead Instructional Coach, providing oversight and coordination for the Instructional Coach and both Deans of Academics (ELA and Math). Working collaboratively with the Dean of Academics for ELA, the Principal will spearhead the school's English Language Development and literacy initiatives to drive measurable improvements in student academic achievement, providing direct support to teachers to enhance instructional practices and student learning. Additionally, the Principal will supervise the school's Instructional Coach as well as both Deans of Academics for English Language Arts (ELA) and Mathematics, ensuring strong instructional leadership and alignment across all academic programs. To maintain instructional continuity and minimize learning disruptions, substitute teachers will be employed as needed throughout the academic year.	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 2	The unique identified need stems from **significant gaps in teacher capacity and instructional effectiveness** that directly impact student academic outcomes, particularly for the school's diverse learner population: **Post-Pandemic Staffing and Training Challenges Teacher and Staff Turnover Impact** With teacher and staff turnover, post-pandemic, there is a need to support all teachers to strengthen implementation of Tiered supports, differentiation, address EL/LTEL language acquisition needs (reading, writing, speaking, and listening) to	**Specialized English Learner Development Support** The action specifically addresses the critical need for ELD instruction improvement by having the Principal serve as Lead Instructional Coach, working collaboratively with the Dean of Academics for ELA to spearhead English Language Development and literacy initiatives. This targeted leadership approach directly responds to the identified gap where many teachers lack recent GLAD strategy training and need updated best practices for English Learner instruction to serve the 47% English Learner population effectively.	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address the diverse learning needs, and gaps of our students. **Inconsistent Implementation of Evidence-Based Practices** The needs assessment reveals that while teachers have access to curriculum resources, many lack recent training in specialized instructional strategies. Specifically, "many lack recent training in GLAD strategies, with the last comprehensive training occurring over five years ago. This limits their ability to effectively support English Learners and implement research-based practices for language acquisition."	**Tiered Support System Implementation** Professional development focuses on implementing a tiered system of supports (intervention), differentiated instruction to meet diverse student needs, and effective implementation of Tier 1 and Tier 2 interventions. This directly addresses the identified need to strengthen implementation of tiered supports for the diverse learner population, including students with disabilities who represent 15% of enrollment. **Leadership Capacity and Coaching Structure** The instructional leadership team, comprised of the Principal and both Deans of Academic Instruction for Literacy and Math, coordinates professional development delivery, provides targeted content-specific coaching, models effective instructional practices, and conducts systematic classroom observations. This collaborative leadership approach supports teachers in developing a unified schoolwide vision for rigorous, standards-aligned instruction while addressing the identified need for consistent implementation across all classrooms. **Culturally Responsive Pedagogy Integration** The action emphasizes Social-Emotional Learning (SEL) practices, including PBIS & Rewards, anti-racism curriculum, and restorative practices, ensuring that professional development incorporates culturally relevant pedagogy to effectively serve the predominantly Hispanic (93%) student population and socioeconomically disadvantaged students (69%).	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 3, Action 3	**Communication and Access Barriers** With 93% Hispanic student population and significant English Learner families, there is a critical need for comprehensive bilingual communication and culturally responsive engagement strategies. Families require diverse communication channels including ParentSquare, PowerSchool Parent Portal, and multiple meeting formats (in-person and virtual) to access school information and participate meaningfully in their children's education. **Academic Support and Understanding Gaps** Families require education on key academic topics including literacy and math initiatives, the impact of chronic absenteeism on academic outcomes and socialization, PBIS implementation and social-emotional learning, understanding state and local assessment results, and nutrition education. Parents need tools, resources, and training to effectively support their children's academic progress at home, particularly given the complex dual-language program model that transitions from 90% Spanish instruction in TK/K to 50/50 bilingual instruction by grades 4-5.	This comprehensive family engagement need is critical because student academic success is directly correlated with meaningful family engagement, and the school's predominantly unduplicated student population faces additional barriers that require intentional, comprehensive support systems to ensure equitable access to educational opportunities and authentic home-school partnerships. **Data-Driven Continuous Improvement** Schoolwide implementation enables comprehensive data collection about family engagement effectiveness, attendance patterns, and community needs that inform policy and practice decisions. This systematic approach allows for resource allocation adjustments and program improvements based on schoolwide trends rather than isolated classroom experiences. This schoolwide approach ensures that comprehensive family engagement creates the authentic home-school partnerships necessary for student success while addressing the systemic barriers faced by the school's predominantly unduplicated student population through coordinated, culturally responsive, and equity-focused support systems.	The metrics that will be used to monitor effectiveness: • #20: Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The unique identified need stems from **severe and declining academic performance** among English Learners that represents the school's most significant equity concern: - **Persistent RED Performance Levels** English Learners received RED performance levels on both the 2023 and 2024 CA School Dashboard for English Language Arts Academic Indicator, with academic performance continuing to decline. On the 2024 Dashboard, English Learners scored 92.7 points below standard, representing a 4.8-point further decline from the previous year's already concerning 87.9 points below standard. - **English Language Proficiency Stagnation** The percentage of English Learners making progress toward English Language Proficiency declined from 40.5% in 2023 to 40.4% in 2024, falling short of improvement targets despite representing 47% of the school's population.	**Instructional Support** To address the challenge of limited L1 foundation, our Spanish Interventionist will provide targeted reading support in Spanish, helping students build the foundational skills necessary for successful transfer to English. Teachers will participate in professional development on Be GLAD/GLAD strategies for use across all disciplines, supporting ELs in making progress toward English proficiency.	The metrics that will be used to monitor effectiveness: • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,888,907.00	$ 8,097,196.00

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	Measuring Student Progress-Assessments	No	$ 13,950	$ 19,527
1	2	Strengthening EL Programs & Services	Yes	$ 118,062	$ 116,413
1	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 1,868,996	$ 2,317,593
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	$ 322,896	$ 293,147
1	5	Broad Course of Study	No	$ 206,535	$ 213,659
1	6	Services to Support SWD	No	$ 69,159	$ 64,446
2	1	Admin & Educators that Support the Ed Program	No	$ 2,695,813	$ 2,549,875
2	2	Professional Development	Yes	$ 821,936	$ 802,204
2	3	Core Curricular Program Needs	No	$ 120,175	$ 153,383
2	4	Closing the Digital Divide	No	$ 151,325	$ 171,212
3	1	Promoting Positive School Culture, Student Engagement & Safe Learning Environment	Yes	$ 988,772	$ 832,091
3	2	Parent Input in Decision Making	No	$ 127,808	$ 118,995
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	$ 68,713	$ 74,663
3	4	Maintaining Safe & Clean School Facilities	No	$ 314,767	$ 369,988

2024-25 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)
$ 1,839,955	$ 1,777,371	$ 1,997,546	$ (220,175)	0.000%	0.000%	0.000% - 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	2	Strengthening EL Programs & Services	Yes	$ 95,562	$ 116,413.00	0.000%	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 736,445	$ 909,604.00	0.000%	0.000%
1	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	$ 195,833	$ 193,275.00	0.000%	0.000%
2	2	Professional Development	Yes	$ 605,763	$ 648,988.00	0.000%	0.000%
3	1	Promoting Positive School Culture, Student Engagement & Safe Learning Environment	Yes	$ 143,768	$ 129,266.00	0.000%	0.000%

2024-25 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)
$ 5,985,753	$ 1,839,955	0.000%	30.739%	$ 1,997,546	0.000%	33.372%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 6,218,677	$ 1,938,719	31.176%	0.000%	31.176%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,289,668	$ 1,436,893	$ 809,291	$ 148,527	$ 8,684,379.00	$ 6,833,375	$ 1,851,004

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Measuring Student Progress--Assessments	ALL	No					$ -	$ 21,880	$ 21,880	$ -	$ -	$ -	$ 21,880	0.000%
1	2	Strengthening EL Program	ALL	Yes	Limited	English Learners	EJE Elementary	2025-26	$ 88,501	$ 73,320	$ 116,885	$ 44,936	$ -	$ -	$ 161,821	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	ALL	Yes	Schoolwide	All	EJE Elementary	2025-26	$ 1,928,793	$ 265,409	$ 597,332	$ 868,380	$ 728,490	$ -	$ 2,194,202	0.000%
1	4	Addressing Social-Emotional & Behavioral Needs	ALL	Yes	Schoolwide	All	EJE Elementary	2025-26	$ 302,314	$ 55,189	$ 231,610	$ 125,893	$ -	$ -	$ 357,503	0.000%
1	5	Broad Course of Study	ALL	No					$ 181,914	$ 2,000	$ 2,000	$ 181,914	$ -	$ -	$ 183,914	0.000%
1	6	Services to Support SWD	SWD	No	Limited	N/A			$ 80,801	$ -	$ -	$ -	$ 80,801	$ -	$ 80,801	0.000%
2	1	Admin & Educators That Support the Ed Program	ALL	No					$ 2,609,139	$ 37,483	$ 2,646,622	$ -	$ -	$ -	$ 2,646,622	0.000%
2	1S	Admin & Educators That Support the Ed Program	ALL	Yes	Schoolwide	All	EJE Elementary	2025-26	$ 300,000	$ -	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	2	Professional Development	ALL	Yes	Schoolwide	All	EJE Elementary	2025-26	$ 580,255	$ 149,828	$ 567,084	$ 14,472	$ -	$ 148,527	$ 730,083	0.000%
2	3	Core Curricular Program Needs	ALL	No					$ -	$ 137,583	$ 137,583	$ -	$ -	$ -	$ 137,583	0.000%
2	4	Closing the Digital Divide	ALL	No					$ 89,982	$ 157,723	$ 247,705	$ -	$ -	$ -	$ 247,705	0.000%
3	1	Promoting Positive School Climate	ALL	No					$ 61,231	$ 934,839	$ 996,070	$ -	$ -	$ -	$ 996,070	0.000%
3	2	Parent Input in Decision Making	ALL	No					$ 135,171	$ -	$ -	$ 135,171	$ -	$ -	$ 135,171	0.000%
3	3	Opportunities for Parent Engagement	ALL	Yes	Schoolwide	All	EJE Elementary	2025-26	$ 125,519	$ 15,750	$ 131,245	$ 10,024	$ -	$ -	$ 141,269	0.000%
3	4	Maintaining Safe & Clean School Facilities	ALL	No					$ 349,755	$ -	$ 293,652	$ 56,103	$ -	$ -	$ 349,755	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,218,677	$ 1,938,719	31.176%	0.000%	31.176%	$ 1,944,156	0.000%	31.263%	**Total:**	$ 1,944,156
								LEA-wide Total:	$ -
								Limited Total:	$ 116,885
								Schoolwide Total:	$ 1,827,271

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Strengthening EL Program	Yes	Limited	English Learners	EJE Elementary	$ 116,885	0.000%
1	3	Addressing Academic Needs to Accelerate	Yes	Schoolwide	All	EJE Elementary	$ 597,332	0.000%
1	4	Addressing Social-Emotional & Behavioral	Yes	Schoolwide	All	EJE Elementary	$ 231,610	0.000%
2	1S	Admin & Educators That Support the Ed Pr	Yes	Schoolwide	All	EJE Elementary	$ 300,000	0.000%
2	2	Professional Development	Yes	Schoolwide	All	EJE Elementary	$ 567,084	0.000%
3	3	Opportunities for Parent Engagement	Yes	Schoolwide	All	EJE Elementary	$ 131,245	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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