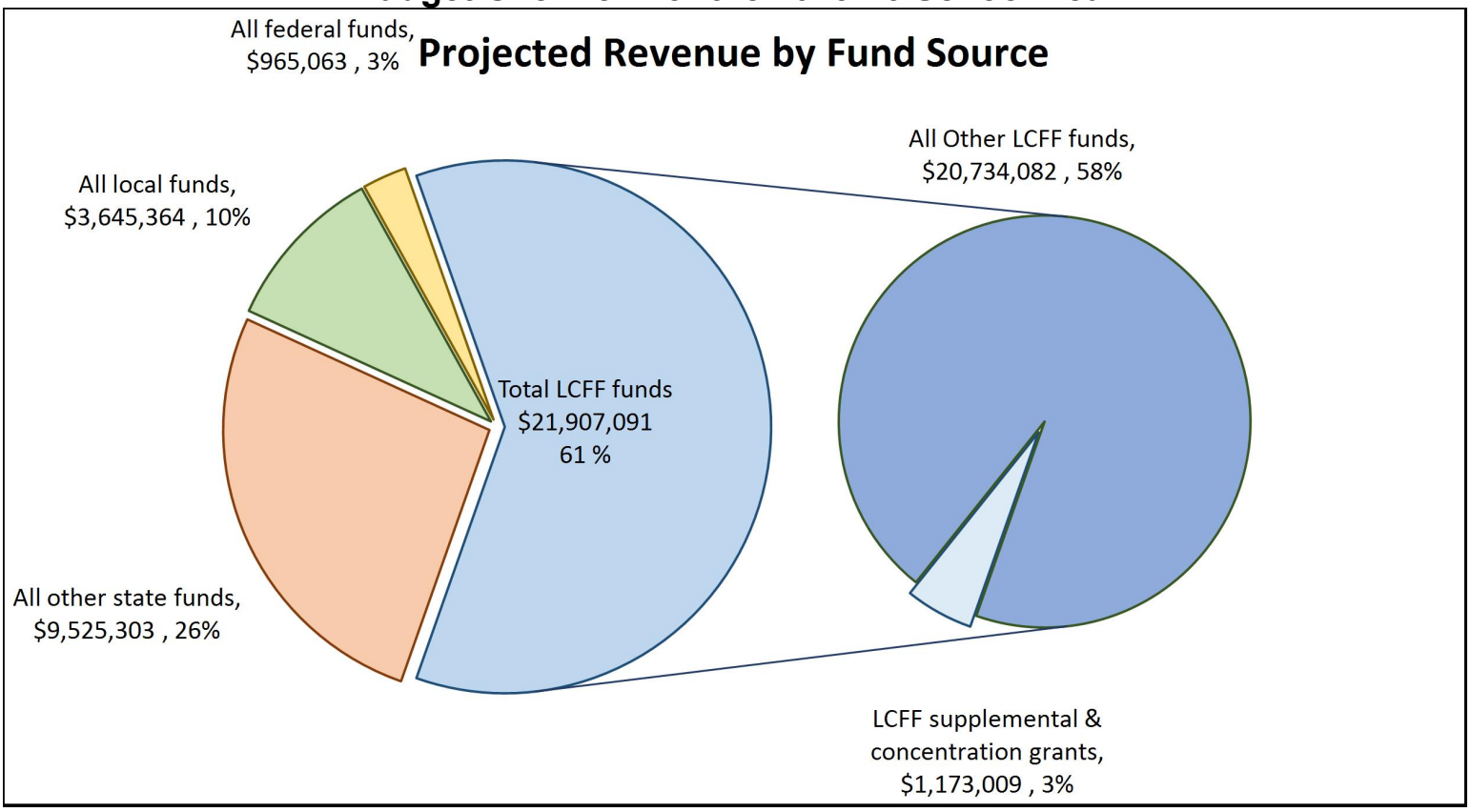
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ida Jew Academy
CDS Code: 43 69617 6048045
School Year: 2025-26
LEA contact information:
Gilbert Rodriguez
Principal
girodriguez@mpesd.org
408-258-6451

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

Budget Overview for the 2025-26 School Year

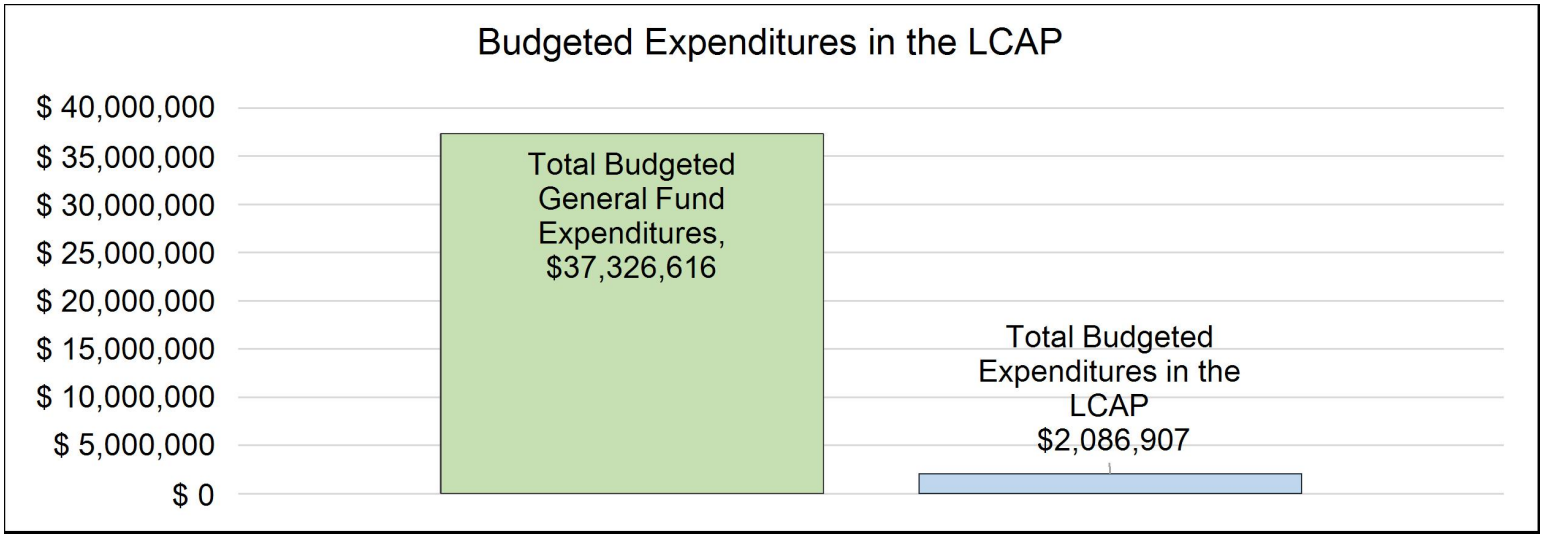


This chart shows the total general purpose revenue Ida Jew Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ida Jew Academy is $36,042,821, of which $21,907,091 is Local Control Funding Formula (LCFF), $9,525,303 is other state funds, $3,645,364 is local funds, and $965,063 is federal funds. Of the $21,907,091 in LCFF Funds, $1,173,009 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ida Jew Academy plans to spend for 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: Ida Jew Academy plans to spend $37,326,616 for the 2025-26 school year. Of that amount, $2,086,907 is tied to actions/services in the LCAP and $35,239,709 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

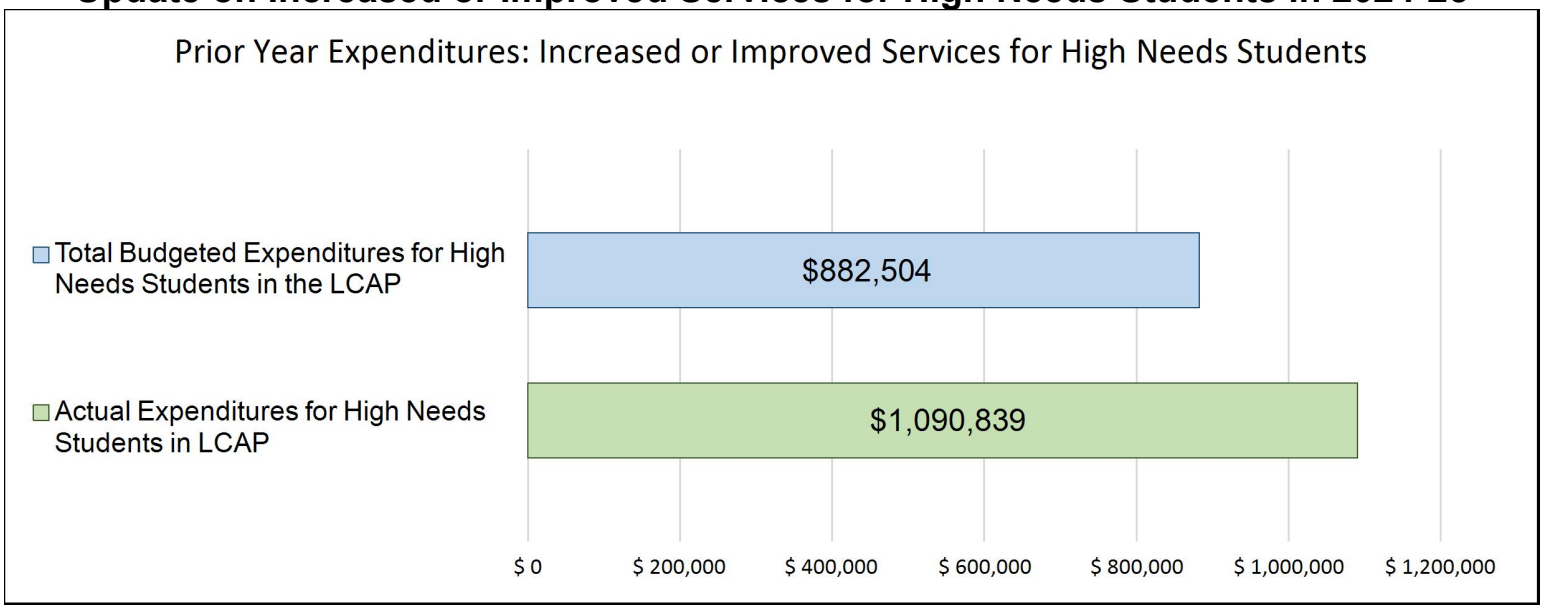
SELPA General Fund $3,029,519
Lottery Fund $257,482
Parcel Tax $292,439
Categorical Funds $7,476,108
Special Ed Funds $5,292,752
Ida Jew General Fund $4,285,449
District LCAP $4,067,574
District General Fund $10,538,386

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

In 2025-26, Ida Jew Academy is projecting it will receive $1,173,009 based on the enrollment of foster youth, English learner, and low-income students. Ida Jew Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Ida Jew Academy plans to spend $1,173,009 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 Ida Jew Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ida Jew Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Ida Jew Academy's LCAP budgeted $882,504 for planned actions to increase or improve services for high needs students. Ida Jew Academy actually spent $1,090,839 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
Ida Jew Academy	Gilbert Rodriguez Principal	girodriguez@mpesd.org 408-258-6451

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.

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

Ida Jew Academy is a dependent charter of the Mt. Pleasant Elementary School District serving a diverse population of students from preschool through 8th grade. With a proud history spanning over 100 years, MPESD is deeply rooted in the community and remains committed to fostering educational equity, ensuring that every student has the opportunity to reach their full academic and social potential. Each school in the district offers a comprehensive educational program tailored to meet the needs of its students. August Boeger Middle School, serving grades 6–8, implements AVID (Advancement Via Individual Determination) school-wide to support college and career readiness. Ida Jew Academy, a district-sponsored charter school serving transitional kindergarten through 8th grade, offers a Two-Way Dual Language Immersion program (Spanish-English) alongside a STEAM (Science, Technology, Engineering, Arts, and Math) focus. IJA STEAM Academy, also serving TK–8, shares a campus with Valle Vista Elementary School, which serves grades TK–5 and features a Visual and Performing Arts (VAPA) Academy that integrates the arts across the curriculum. Mount Pleasant Elementary shares a campus with the IJA Dual Language Immersion program and also offers a STEAM-based curriculum. Robert Sanders Elementary implements AVID school-wide, promoting student engagement and academic success.
The district offers families meaningful choices by providing diverse school options with unique academic focuses. In addition to its core programs, MPESD provides preschool services and extended learning opportunities through the Extended Learning Opportunity Program (ELOP), which is integrated with the district's after-school program (MPAS) and supported through partnerships with community agencies. Students also benefit from before and after-school enrichment, as well as summer programming that includes social-emotional learning, theater, Spanish language instruction, reading and math tutoring, robotics, karate, hip hop dance, folklórico, drums, RAFT STEAM activities, and sports.

MPESD the Chartering District continues to experience a steady decline in student enrollment. In the 2020–2021 school year, total enrollment was 1,926 students. By the 2021–2022 school year, enrollment had decreased to 1,708, reflecting a decline of over 11%. In response to the fiscal challenges associated with this trend, the District convened both a Consolidation Committee and a 7-11 Committee during the 2021–2022 school year to evaluate potential strategies and next steps.

As part of the District's restructuring efforts for the 2022–2023 school year, several site changes were implemented. Valle Vista Elementary was co-located with Ida Jew Academy/STEAM at 1966 Flint Avenue. Additionally, the two instructional programs under Ida Jew Academy were formally separated: the STEAM program and the grades 6–8 ALAS Dual Immersion program remained at the Flint Avenue location, while the TK–5 ALAS Dual Immersion program was relocated to the Mount Pleasant Elementary campus at 14275 Candler Avenue. Enrollment for the 2022–2023 school year was 1,674 students, representing a 2% decline from the previous year. As of the 2023–2024 school year, enrollment has further declined to 1,554 students. The District continues to monitor and address the ongoing decline in enrollment through strategic planning and program adjustments.

For the 2022-23 school year, the following changes took place:
1. Valle Vista Elementary is housed at the same location as Ida Jew Academy/STEAM (1966 Flint Ave.)
2. The two instructional programs that compose the Ida Jew Academy have been separated. The STEAM program and the 6-8 ALAS Dual Immersion Program have remained at their current location, and grades TK-5 3. ALAS dual immersion program have moved to Mt. Pleasant Elementary (14275 Candler Ave.).
4. The enrollment for 2022-2023 was at 1,674, a decrease of 2% from last school year, and for 2023-2024, the enrollment is at 1554. The district continues to experience declining enrollment every year.

During the 2024-2025, MPESD began the Community School Implementation Grant Cohort 3 for August
Boeger Middle School and Mount Pleasant Elementary. This union will bring in approximately 2.6 million over five years to support community school implementation. Over 900 grant applications were received and only 298 were approved. This designation is significant because it brings additional resources and supports to the school community, including expanded access to academic enrichment, mental health services, family engagement opportunities, and partnerships with local organizations. Community Schools are designed to serve the whole child by addressing both academic and non-academic needs, creating a more inclusive, supportive, and thriving learning environment for all students.

MPESD proudly serves the following ethnic diversity of students:
American Indian or Alaska Native, 0.2%
Asian, 14.12%
Black or African-American, 1.91%
Hispanic/Latino, 77.04%
Native Hawaiian or Other Pacific Islander, 1.25%
White, 2.04%
Two or More Races, 2.18%
Other student population, 1.25%

Eligible for free or reduced price meals, 75.5%
English Learners, 41.1%
Students with one or more disabilities, 15.21%
Foster Youth, 0.13%
Migratory Students, 1.2%
Students experiencing Homelessness, 15.94%

Reflections: Annual Performance

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

Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 amended CA Education Code to require revisions of the LCAP template and instructions. Significant changes to this section include the requirement to identify and address key performance outcomes as they relate to District's 2024 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard.

The 2023 CA School Dashboard results associated with these performance outcomes are provided below. This is followed by a reflection on the results and information regarding how the district is planning to address the identified needs of our students and schools throughout the three-year LCAP Cycle.

1) Schools within the district that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Academic Indicator - ELA (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 and 2.5 will address these red indicators.

- Mount Pleasant Elementary (78.1 points below standard, declined 1.6, Number of students 101)

Academic Indicator - Math (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- August Boeger Middle School (107.3 points below standard, declined 0.7 points, Number of students = 374)

English Learner Progress Indicator (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4,1.5 and Goal 2 action items 2.2 and 2.5 will address these read indicators.

- Mount Pleasant Elementary (40.6 points below standard, declined 11.7, Number of students 69)

2) Student groups within District that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Academic Indicator - ELA (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learners (81 points below standard, Decreased 7.3 points, Number of students = 362)
- Long Term English Learners (LTEL) 93.3 points below standard, Decreased 19.5 points, Number of students =98
- Students with Disabilities (136 points below standard, decreased 12.5 points, n= 148)

Academic Indicator - Math (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- English Learners (109.9 points below standard, Decreased -4.6 points, n= 367)
- LTEL (160.4 points below standard, decreased 10.9 points, n=97)
- Socioeconomically Disadvantaged (102 points below standard, Decreased -3.1 points, n= 577)
- Homeless students (96.9 points below standard, decreased 19 points, n=68)
- Students with Disabilities (168.5 points below standard, decreased 18.3 points, n= 146)
- Hispanic (106.9 points below standard, Decreased -1.8 points, n= 556)

Suspension Indicator (Red - "High" or "Very High")
Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- LTEL (15.3% suspended, increased 3.6%, n=111)

Chronic Absenteeism Indicator (Red - "High" or "Very High")
Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- Homeless students (29.6% chronically absent, increased 4%, n=115)

3) Student groups within a school within the District that received the lowest performance level on one or more state indicators on the 2024 Dashboard.

Valle Vista Elementary
Academic Indicator - ELA (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learners (95.1 points below standard in ELA, Decreased 23 points, n=37)

- Socioeconomically Disadvantaged (72.3 points below standard in ELA, decreased 17.4 points, n=69)
- Hispanic (78.3 points below standard, Decreased 6.1 points, n= 58)

Academic Indicator - Math(Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- Hispanic (95.1 points below standard, Decreased 11 points, n= 58)

Mount Pleasant Elementary
Chronic Absenteeism Indicator (Red - "High" or "Very High")
Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- Students with Disabilities (37 % chronically absent, Increased 1.1%, n= 46)

Academic Indicator - ELA (Red - "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- ELPI EL(40.6 points below standard, Decreased 11.7 points, n= 69)
- Socioeconomically Disadvantaged (88.7 points below standard, Decreased 5.2 points, n= 78)

Ida Jew Academies
Academic Indicator – ELA (Red – "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.
All Students: 50.94% did not meet the standard; 20.38% nearly met; 20.75% met; 7.92% exceeded.
Hispanic: 53.53% did not meet the standard; 19.09% nearly met; 19.5% met; 7.88% exceeded.

Academic Indicator – Math (Red – "Very Low")
Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.
All Students: 55.22% did not meet the standard; 22.39% nearly met; 14.18% met; 8.21% exceeded.
Hispanic: 56.97% did not meet the standard; 23.36% nearly met; 12.7% met; 6.97% exceeded.

District and Ida Jew Academy Reflection
Over the past two years, Ida Jew Academy in union with MPESD has participated in Differentiated Assistance for "Chronic Absenteeism" and "Academic Performance." Thanks to our collective efforts, we have seen encouraging improvements—most notably, a reduction in chronic absenteeism and suspension rates districtwide and at every school site, as reflected in the California School Dashboard data.

Ida Jew Academy, achieved an orange performance level for Suspension, including among Homeless students, Asian, White, and students of multiple races. Our Long-Term English Learners (LTELs) earned an Orange performance level. We recognize that significant work remains in the area of academic achievement. As a district, we continue to receive red performance levels in both ELA and Math. In ELA, our English Learners, LTELs, and Students with Disabilities (SWD) are performing in the red range. In Math, students in the following groups are also performing at red levels: EL, LTEL, SWD, Homeless students, socioeconomically disadvantaged students, and Hispanic students. These academic disparities signal an urgent need for continued, targeted support. In response, this past year we implemented several initiatives to address these gaps, including Levered Math, Silicon Valley Math Initiative (SVMI) professional learning for teachers and administrators, i-Ready Pro Math, and increased collaboration time for teachers. Additionally, we expanded instructional tools with Learning

A–Z and Unlock Phonics for grades 3–5, and i-Ready Pro Phonics for grades 6–8.

Reflections: Technical Assistance

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

Mount Pleasant Elementary School District (MPESD) is currently engaged in Differentiated Assistance (DA) in partnership with the Santa Clara County Office of Education DA Team. This support focuses on two identified student subgroups, based on data from the California School Dashboard:
Long-Term English Learners (LTELs) – for both academics and suspension rates
Homeless Students – for academics and chronic absenteeism
As part of this process, Ida Jew Academy in union with MPESD has actively participated in both the Networking Improvement Community (NIC) and Differentiated Assistance efforts during the 2024–2025 school year. Together, we are working to identify root causes and improve academic outcomes through the Plan-Do-Study-Act (PDSA) cycle. This year's PDSA efforts have centered on fostering intentional relationships with all students, with a particular emphasis on English Learners.

In alignment with the Every Student Succeeds Act (ESSA), MPESD also has one school—Ida Jew Academy in union with Mount Pleasant Elementary— have been identified by the California Department of Education (CDE) for Additional Targeted Support and Improvement (ATSI), specifically for its Special Education student group.
At the identified ATSI site, the school team has:
Engaged educational partners in a collaborative process
Conducted a comprehensive needs assessment and root cause analysis
Identified evidence-based interventions, strategies, and activities
The school is integrating its ATSI planning within the existing School Plan for Student Achievement (SPSA). The plan will be reviewed and approved, with an emphasis on the following key elements:
An analysis of student achievement data, especially for students who are struggling or at risk of not meeting standards
A detailed description of strategies and expenditures aligned to identified needs and targeted student groups
A clear explanation of how proposed actions will address student needs and enhance the academic program
Based on the needs assessment, educational partners have prioritized the following supports:
During and after-school tutoring
Ongoing professional development focused on effective instructional strategies
These efforts reflect MPESD's ongoing commitment to equity, continuous improvement, and ensuring that all students have the support they need to succeed.

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.

None of the MPESD schools have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Ida Jew Academy District LCAP Committee	The district held four District LCAP Committee meetings throughout 2024-2025 school year: 01/23/2025, 03/06/2025, 04/10/2025, and 05/15/2025. The LCAP Committee members include middle school students, parents of students with disabilities, staff, site educators, site administrators, and central office administrators to discuss district priorities which include LCAP topics. The District LCAP committee members also included parents from the District English Learner Advisory Committee (DELAC), School Site English Learner Advisory Committee (ELAC) and School Site Council (SSC) parents. In addition, the LCAP was also shared at the DELAC and Curriculum Council Meetings. Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP meetings.
Ida Jew Academy District English Learner Advisory Committee (DELAC)	MPESD District English Learner Advisory Committee (DELAC) met on 10/03/2024, 11/14/2024, 02/13/2025, and 05/08/2025. Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP discussions.
Ida Jew Academy LCAP Thought Exchange	Additionally, the anonymous Thought Exchange Platform was launched during the 2024-2025 school year to gather feedback from

Educational Partner(s)	Process for Engagement
	all educational partners including parents, staff, and the middle school students.
Middle School Students Advisory Leadership Committee and All Middle School Students	The district leadership also met with middle school leadership advisory committee from August Boeger Middle School to gather the students input to the LCAP in addition to the Thought Exchange Feedback that were gathered from all middle school students.
Special Education Local Plan Area (SELPA)	The SELPA Director met with the LCAP team on 05/28/2025 to review the draft LCAP and provided input and feedback related to Students with Disabilities.

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

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

The mid-year LCAP update to the board was recorded and broadcasted via Youtube with opportunities to provide public comment from all educational partners. It was also shared with the MPESD District LCAP Committee, DELAC Committee, and Curriculum Committee.

The complete LCAP document will be submitted to the Santa Clara County Office of Education after the MPESD board's first reading and public
hearing on June 11, 2025, and second reading and adoption on June 25, 2025.

As a result of the educational partner's feedback, in 2025-2026, MPESD is planning to continue with the following services despite the district financial challenges:
* Offering of Arts and Music TOSAs and teacher collaboration times
* Provide Reading Intervention Teachers at the elementary schools
* Provide the board adopted K-2 Screener to all K-2 students and provide training to all K-2 teachers
* Provide grades 3-5 with phonic curriculum
* Keep library tech at all sites
* Continue to provide counseling workshops for students and parents
* Mindfulness during the school day and after school

As a result of the consultation/feedback from Special Education Local Plan Area (SELPA):

MPESD will continue to align Compliance and Improvement Monitoring Process (CIM) for Special Education to MPESD LCAP to continue to serve the students with disability. SELPA consultation has influenced the added specific language from CIM to MPESD LCAP. LCAP Goal 1 Action item 1.4 addresses the High leverage Strategy #1 in CIM. High leverage strategy #2 in CIM is addressed in MPESD LCAP Goal 1 action items 1.1, 1.2, 1.4, 1.5, and 1.8 and Goal 2 action item 2.5. CIM high leverage strategy #3 is aligned with MPESD LCAP Goal 1, action items 1.2 and CIM high leverage strategy #4 is aligned with MPESD LCAP Goal 3, action items 3.1, 3.2, 3.3, and 3.4.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Academic achievement through an equity lens is one of the primary objectives for developing this goal. As we are faced with the aftermath of the pandemic, we understand the importance of acceleration of student learning than ever before in all areas especially in reading and math. According to our Spring 2024 CAASPP data, SBAC test results for reading for at standard met or standard exceeded for ELA was 30% and 20% for Mathematics. 2024 Spring CAASPP results indicated the district's English Language Arts is 55.7 points below standard. In Mathematics, the students in the district are 91.4 points below standard.
Increasing academic achievement through an equity lens is consistent with the input received from parents, students and staff, and will impact all of our subgroups, specifically English learners, Homeless and Low Socio-economic Status, including our Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results for English Language Arts, Mathematics, and Science	MPESD implemented CAASPP assessment for 2022-2023 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics.	MPESD implemented CAASPP assessment for the 2023-2024 school year. SBAC test results for reading at standard met or		The 2025-26 school year's desired outcome: SBAC test results for reading at standard met or standard exceeded for ELA at 55%	MPESD CAASPP SBAC ELA - stayed the same at 30% standard met or standard exceeded Dropped slightly by -2% in math for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST data for Science at standard met and standard exceeded was 19% for 5th and 8th graders. Subgroups "At or Above Grade Level" in ELA: English Learners at 12% Socioeconomically Disadvantaged at 25% Students with disabilities at 6% African American students at 28% Hispanic at 24% Asian at 60% Homeless Youth at 28% Foster Youth at 0% (based on 5 students) Subgroups "At or Above Grade Level" in Mathematics: English Learners at 10% Socioeconomically Disadvantaged at 18% Students with disabilities at 5% African American students at 13% Hispanic at 17% Asian at 51% Homeless Youth at 31%	standard exceeded for ELA was 30% and 20% for Mathematics. CAST data for Science at standard met and standard exceeded was 17% for 5th and 8th graders. Subgroups "At or Above Grade Level" in ELA: English Learners at 8% Socioeconomically Disadvantaged at 25% Students with disabilities at 3% African American students at 25% Hispanic at 25% Asian at 53% Homeless Youth at Data suppressed less than 11 students Foster Youth at Data suppressed less than 11 students Subgroups "At or Above Grade		and 45% for Mathematics. CAST data for Science at standard met and standard exceeded for both 5th and 8th graders at 45%. Subgroups "At or Above Grade Level" in ELA: English Learners at 27% Socioeconomically Disadvantaged at 40% Students with disabilities at 30% African American students at 43% Hispanic at 39% Asian at 75% Homeless Youth at 43% Foster Youth at 55% Subgroups "At or Above Grade Level" in Mathematics: English Learners at 35%	standard met or standard exceeded CAST dropped slightly by -2%. Subgroups "At or Above Grade Level" in ELA: English Learners decreased by -4% Socioeconomically Disadvantaged remained same Students with disabilities decreased by -3% African American students- increased by +12% Hispanic increased by +1% Asian decreased by -7% Homeless Youth and Foster Youth data suppressed due to less than 11 students Subgroups "At or Above Grade Level" in Mathematics: English Learners -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth at 0% (based on 5 students) Subgroups "At or Above Grade Level" in Science: English Learners at 6% Socioeconomically Disadvantaged at 15% Students with disabilities at 8% African American students have No data available Hispanic at 14% Asian at 34% Homeless Youth at 17% Foster Youth at 0% (based on 2 students)	Level" in Mathematics: English Learners at 6% Socioeconomically Disadvantaged at 17% Students with disabilities at 2% African American students at 4% Hispanic at 16% Asian at 50% Homeless Youth at 9% Foster Youth at Data suppressed less than 11 students Subgroups "At or Above Grade Level" in Science: English Learners at 3% Socioeconomically Disadvantaged at 11% Students with disabilities at 0% African American students at 17% Hispanic at 14% Asian at 37% Homeless Youth's data suppressed		Socioeconomically Disadvantaged at 43% Students with disabilities at 20% African American students at 28% Hispanic at 32% Asian at 66% Homeless Youth at 46% Foster Youth at 45% Subgroups "At or Above Grade Level" in Science: English Learners at 21% Socioeconomically Disadvantaged at 30% Students with disabilities at 23% African American students' data not available Hispanic at 29% Asian at 49% Homeless Youth at 32% Foster Youth at 45%	Socioeconomically Disadvantaged -1% Students with disabilities -3% African American -9% Hispanic -1% Asian -1% Homeless Youth -22% Foster youth data suppressed due to less than 11 students Subgroups "At or Above Grade Level" in Science: English Learners -3% Socioeconomically Disadvantaged -4% Students with disabilities decreased by -8% African American students remained the same at 17% Hispanic 0% Asian +3% Homeless Youth - data suppressed less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			less than 11 students Foster Youth's data suppressed less than 11 students			Foster Youth - data suppressed less than 11 students Math Outcomes
1.2	iReady Reading and Math Data	MPESD implemented iReady for 2023-2024 school year. For Reading 26% of students are on or above grade level. For Math 23% of students are on or above grade level. Reading: English Learners at 16% Low Income at 28% Foster Youth - 14% (based on 7 students) Hispanic/Latinos at 28% Students with Disabilities at 7% Math: English Learners at 16% Low Income at 22% Foster Youth - 0% (based on 7 students) Hispanic/Latinos at 22% Students with Disabilities at 7%	MPESD implemented iReady for 2024-2025 school year. (As of 5/14/2025) For Reading 33% of students are on or above grade level. For Math 33% of students are on or above grade level. Reading: English Learners at 19% Low Income at 31% Foster Youth at 33% Hispanic/Latinos at 28% Students with Disabilities at 33% Math: English Learners at 7% Low Income at 30%		The desired iReady outcome for 2025-26 is to have at least 55% of the students to be on or above grade level in Reading and to have at least 45% of the students to be on or above grade level in Mathematics. Reading: English Learners at 55% Low Income at 55% Foster Youth - 55% Hispanic/Latinos at 55% Students with Disabilities at 55% Math: English Learners at 45%	For iReady, ELA data shows improvement by +2% while the math data for students on or above grade level decreased by -2% as of winter 2025. Reading: English Learners +3% Low Income +3% Foster Youth +19 Hispanic/Latinos 0% Students with Disabilities +26% Math: English Learners -9% Low Income +8 Foster Youth +15 Hispanic/Latinos -5% Students with Disabilities -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth at 15% Hispanic/Latinos at 17% Students with Disabilities at 4%		Low Income at 45% Foster Youth - 45% Hispanic/Latinos at 45% Students with Disabilities at 45%	
1.3	Reclassification Rate	According to the CA DataQuest, in the 2022-2023 school year, 11.5% were reclassified as fluent English speakers.	According to the CA DataQuest, in the 2023-2024 school year, 10% were reclassified as fluent English speakers.		Increase Reclassification Rate to 13% in 2025-26 school year.	MPESD decreased in reclassification rate by -1.5%
1.4	EL Progress on ELPAC	MPESD implemented ELPAC testing for 2022-2023 school year. According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.	MPESD implemented ELPAC testing for the 2023-2024 school year. According to the CA Dashboard data, 47% of English Learners are making progress towards English Language Proficiency. 44% progressed at least one ELPI level and 32% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.		The Goal for 2025-26 is to have 50% of English Learners making progress towards English language proficiency. Increase the percentage of progressing at least one ELPI level to 38% and decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from to 32%.	MPESD has improved in increasing the percentage of students in making progress towards English Language proficiency by +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of Long Term English Learners (LTELs)	Per 23-24 Data Quest, MPESD had 13.8% of LTELs	Per 2023-2024 DataQuest, MPESD had 24% of LTELs		Reduce the percentage of LTELs to be 9%	Our percentage of long term LTELs have increased by +10%
1.6	Percent of students' access to Electives in Middle School (Access Broad Course of Study)	Data for access to electives for middle school students in 2023-2024 school year was 95%. SpEd students at 15% English Learners at 35% Foster Youth at 100% (based on 3 students) Electives access offered: AVID, Leadership, Art, Dance, Band and Ethnic Studies-Researched Based Projects, and Advanced High School Math.	Data for access to electives for middle school students in the 2024-2025 school year is 70%. SpEd students at 15% English Learners at 41% Foster Youth at 0.16% (based on 2 students) Electives access offered: AVID, Leadership, Art, Dance, Band and Ethnic Studies-Researched Based Projects, and Advanced High School Math.		Increase the percent of students with access to electives in middle school to 97%. SpEd access to 30% English Learners access to 50% Foster Youth to 100%	Data for access to electives for middl school students decreased -25% SpEd students 0% English Learners +6% Foster Youth -84%

Goal Analysis [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.

(Goal 1, Action 1) The action item was fully implemented, Ida Jew Academy staff and principal attended the CABE and ATDLE Summer Institutes in the summer of 2024. There were five teachers. Associated costs for attendance were allocated

Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.

(Goal 1, Action 2) The planned action to provide instructional assistant support to transitional kindergarten and kindergarten classrooms was fully implemented. A total of seven instructional aides (equivalent to 4.5625 FTE) were assigned across multiple school sites, including general education and special education support. Specifically, three staff were placed at AB (including Special Education, with one vacancy), one at MP, and three at RS (supporting both Special Education and Kindergarten). Instructional aides at VV were funded through the IJA LCAP plan.

The actual expenditure for this implementation was $312,640.22, which was below the projection of $347,631. This variance was primarily due to staffing allocations and associated costs.

One of the challenges encountered was staffing—specifically, maintaining full coverage due to a vacancy at AB and finding staff for intervention services during the school day. Despite this, the program was successful in delivering consistent instructional support to early grade levels, contributing positively to student engagement and learning outcomes in the targeted classrooms.

(Goal 1, Action 3) During the 2024–2025 school year, the district provided expanded learning services to approximately 750 students through a variety of programs. These included Summer School, the Sunrise Club, MPAS (funded through a combination of ASES and ELOP), the Spring STEAM Camp, high-dosage tutoring in reading and math, and a range of enrichment clubs. Tutoring was delivered by nine certificated teachers and 32 tutors from the Bay Area Tutoring Association, serving approximately 200 students. In response to increased student need, tutoring funding rose from $280,000 to $355,000, supported by ELOP funds. Using ELOP funding, the Sunrise Club was offered and fully implemented at all school sites during the 2024–2025 school year. The program ran from 7:00 AM to 8:30 AM and served over 260 registered students. It provided structured support, including social-emotional learning, to help students start their day with a positive foundation.

One of the program's successes was the high level of student participation across multiple sites, particularly in the Sunrise Club and tutoring programs. A notable challenge was the high demand for summer programming, which resulted in more than 100 students requesting placement on a waitlist. Looking ahead, the district will continue using ELOP funds to support its 2025 summer programs. A total of 721 initial invitations were sent out, and the interest has already led to a waitlist of over 100 students. The Summer School program will offer free, full-day programming from 7:00 AM to 4:00 PM. Students will receive academic support through Newcomer (ELD) services, Levered Math, ELEVATE Math, CSI, and English and Spanish literacy instruction. In addition, enrichment activities will be provided.The Summer Camp program will include hands-on experiences in robotics, STEAM, physical activities, and social-emotional learning. Students enrolled in Summer School may choose to join the Summer Camp program after the academic portion of the day and can extend their participation through July 30.

(Goal 1, Action 4) This action was partially implemented due to adjustments in the professional development calendar. Of the three planned professional development days, two were negotiated by certificated staff to be non-district days, which reduced the number of structured opportunities for district-led sessions.Despite this, the district successfully provided a robust range of professional learning opportunities

throughout the 2024–2025 school year. These included sessions on the Teaching Pyramid, AVID strategies (such as Focused Note-Taking, Academic Language and Literacy, and Costa's Levels of Thinking and Inquiry), English Language Development (ELD) and English Language Arts (ELA) instruction, and module-guided planning support for grades 3–8 using EL Education with an emphasis on multilingual learner support. Additional training topics included ALAS alignment, Restorative Justice, the Workplace Violence Prevention Plan (WVPP), Cybersecurity, Phonics Instruction, and emerging instructional tools such as Artificial Intelligence (AI), Know Go, Nearpod, and the LGBTQ Canvas asynchronous module. The primary challenge was the reduction in district-directed professional development days, which required flexibility in scheduling and delivering professional learning. However, a key success was the wide range of content delivered across modalities—both live and asynchronous—allowing staff to engage with topics aligned to district priorities and emerging instructional needs. Of the allocated $50,000 budget, a total of $43,547 was expended in support of these professional learning opportunities.
(Goal 1, Action 5) This action was fully implemented during the 2024–2025 school year. The district maintained its commitment to integrating online software applications to support student learning across settings. Tools such as Nearpod, Levered, Kiddom for Unlock Phonics, GoGuardian, Texthelp, and other educational platforms were utilized to enhance independent learning, support short-term independent study, supplement instruction, and promote differentiated learning in the classroom. These applications were instrumental in increasing student engagement and allowing educators to tailor instruction to diverse learner needs. In addition, the district invested in Pocketalk translation devices to further support English Learners by providing real-time translation. This investment aimed to remove language barriers, enhance communication, and promote more inclusive learning environments. A notable success was the effective use of educational technology to extend learning.
(Goal 1, Action 6) The planned action was fully implemented as intended. The district successfully maintained 1.2 FTE across two psychologists, who will continue to be funded through the 2024–2025 school year. These positions remain critical in providing mental health and counseling services to support our most vulnerable student populations. No substantive changes from the original plan occurred, and the continued implementation has contributed to improved access to services and consistent support for especially the unduplicated students.
(Goal 1, Action 7) The planned actions were fully implemented as intended. This included the continued funding and support for the Art Teacher, Music Teacher, and a range of elective courses such as AVID, leadership, and technology. Additionally, contributions to AB Sports and site-specific allocations were carried out as planned. There were no substantive deviations from the original plan. The successful implementation of these components has supported student engagement and broadened access to enrichment opportunities across sites.
(Goal 1, Action 8) The planned actions under the Arts and Music Block Grant (AMIMBG) site allocations and Prop 28 were fully implemented as intended. This included the successful hiring of two TOSA (Teachers on Special Assignment) positions and the procurement of necessary instructional materials to enhance the arts and music programs. There were no substantive differences between the planned and actual implementation. The initiative was marked by strong site-level engagement and support, contributing to expanded access to high-quality arts and music instruction across participating schools.
(Goal 1, Action 9)The district successfully implemented the iReady online program from Curriculum Associates, with the total cost strategically divided between ELOP and LCAP funding sources. The program was fully purchased and integrated into instructional use, supporting both academic intervention and progress monitoring. There were no substantive deviations from the planned actions. Implementation was strengthened by staff training and alignment with broader learning goals, particularly in addressing learning gaps and promoting data-driven instruction.
(Goal 1, Action 10) The planned actions were fully implemented. The district successfully hired a districtwide librarian to provide instructional and operational support to students, teachers, and staff. In addition, library technicians were staffed at all school sites, ensuring consistent access to library services and resources. There were no substantive differences between the planned and actual implementation. A districtwide librarian supports students by promoting literacy, teaching research and digital skills, providing equitable access to resources, and collaborating with teachers to enhance instruction across content areas.

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

(Goal 1, Action 1) There were no material differences between budgeted and estimated actual expenditures. The full amount allocated for ALAS conferences was expended as planned.
Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.
(Goal1, Action 2) The total expenditure for this action was $312,640, resulting in a variance of $34,991 from the original budget due to a staffing vacancy. The unfilled position was temporarily covered by a substitute instructional aide, leading to lower personnel costs. Despite the variance, implementation remained effective, and instructional support was maintained without disruption to student services.
(Goal 1, Action 3) There were no material differences between budgeted and estimated actual expenditures. The full $1,900,000 allocated for Extended Learning Support Beyond the Regular School Day was expended as planned.
(Goal 1, Action 4) There were no material differences: of the $50,000 allocated, $46,453 was expended. The variance of $3,547 was due to two of the three planned professional development days being scheduled on non-district days, as negotiated with certificated staff. As a result, a portion of the funds remained unspent.
(Goal 1, Action 5) There were no material differences between budgeted and estimated actual expenditures. The full $81,780 allocated for supplemental instructional applications and technology support was expended as planned.
(Goal 1, Action 6) There were no material differences between budgeted and estimated actual expenditures. The full $192,957 allocated for psychologists salaries was expended as planned.
(Goal 1, Action 7): There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures, nor between the Planned and Estimated Actual Percentages of Improved Services for the goal "Prepare Students for College." Funds were fully spent as planned on salaries for the art and music teachers, elective course offerings, and contributions to the middle school program. Site allocations were also fully utilized, with a total of $443,377 expended.
(Goal 1, Action 8): For the Arts and Music, there was a slight material difference between Budgeted and Estimated Actual Expenditures. The budgeted amount was $857,312, while the total expended was $713,742, resulting in a difference of $143,570. This variance is due to sites having until the next school year to utilize their Arts and Music Instructional Materials (AMIM) funds. The remaining balance will be carried over and made available for use in the upcoming school year.
(Goal 1, Action 9) For the purchase and implementation of iReady, the budgeted amount was $114,457, while the actual expenditure was $115,804, resulting in a difference of $1,347. This variance was due to a price increase by the vendor, Curriculum Associates. Despite the slight overage, the originally budgeted amount of $114,457 was fully spent as planned.
(Goal 1, Action 10) There was no material difference for the District Librarian position. The salary and benefits were budgeted at $130,000, and the full amount was expended as planned.

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

(Goal 1, Action 1) The action was fully implemented to support progress toward the goal, particularly for unduplicated students. Staff and principal from Mt. Pleasant Ida Jew Academy participated in the CABE and ADTLE Summer Institute in 2024, with a total of one

administrator and five teachers in attendance. Participation of the ALAS program provides growth of the program and training needed to stay current with the Dual Language Immersion community.

Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.
(Goal 1, Action 2) Providing instructional assistant support in Transitional Kindergarten and Kindergarten classrooms is effective because it directly enhances adult-to-student ratios, allowing for more individualized attention and differentiated instruction during critical early learning years. Instructional aides help reinforce foundational skills in literacy, numeracy, and social-emotional development, which are essential for long-term academic success. Their support also enables classroom teachers to better manage small groups, provide targeted interventions, and meet the diverse needs of both general education and special education students. This is particularly impactful for unduplicated students, who benefit from increased academic support and engagement in the classroom.
(Goal 1, Action 3) The implementation of before and after school Extended Learning Opportunities Program (ELOP) has proven to be an effective strategy in supporting academic growth. By providing structured academic support beyond the regular school day, ELOP offers students—particularly unduplicated pupils—additional time and targeted instruction to reinforce core academic skills in reading, math, science, social emotional learning as well as other subjects/enrichments. The morning “Sunrise Club” fosters a positive, focused start to the day, promoting readiness to learn, while the after-school program offers individualized and small-group academic support in reading and math aligned with classroom instruction. These extended learning opportunities not only strengthen foundational skills in ELA and math but also promote consistent attendance and student engagement, contributing meaningfully toward the goal of improving academic achievement.
(Goal 1, Action 4) Professional development and coaching have strengthened teacher and administrator capacity to implement the adopted curriculum, with a focus on supporting English Learners through strategies. Restorative Justice Practices are being integrated into school wide systems, resulting in early improvements in school climate, reduced suspensions, and better attendance particularly among English Learners and socioeconomically disadvantaged students. These efforts also support language development and cultural inclusivity.
(Goal 1, Action 5) The use of supplemental instructional applications and technology supports—such as Nearpod, Learning A-Z, Education.com, Levered, and Destiny—has significantly enhanced student engagement and personalized learning, particularly in literacy, mathematics, and English Language Development (ELD). Assistive technologies like TextHelp have further supported access and learning for students with disabilities. Tools including Nearpod, Levered, Kiddom (for Unlock Phonics), GoGuardian, and TextHelp were effectively utilized to promote independent learning, support short-term independent study, supplement core instruction, and enable differentiated teaching in the classroom. These educational platforms were instrumental in tailoring instruction to meet diverse learner needs and increasing student motivation and participation. Additionally, the district’s investment in Pocketalk translation devices helped break down language barriers for English Learners by enabling real-time translation, thereby improving communication and fostering more inclusive, accessible learning environments.
(Goal 1, Action 6) School psychologists continue to play a critical role in delivering mental health and counseling services to support our most vulnerable student populations. The consistent implementation of this action has led to improved access to services and stable, ongoing support—particularly for unduplicated students. Their presence has been essential in addressing social-emotional needs, facilitating early intervention, and supporting student well-being.
(Goal 1, Action 7) This action included continued funding and support for the Art Teacher, Music Teacher, and a range of elective courses such as AVID, leadership, and technology, along with contributions to AB Sports and site-specific allocations. The effectiveness of this action lies in its ability to increase student engagement, provide meaningful enrichment opportunities, and support the development of well-rounded learners. Access to the arts, athletics, and diverse electives fosters creativity, collaboration, and critical thinking—skills that are essential for

both academic success and social-emotional growth. For unduplicated students in particular, these offerings help build confidence, promote school connectedness, and increase their likelihood of long-term success.
(Goal 1, Action 8) The Arts and Music Block Grant (AMIMBG) site allocations and Prop 28 funds supported the hiring of two Teachers on Special Assignment (TOSAs) and the purchase of instructional materials to strengthen arts and music programs. This action has proven effective in expanding student access to high-quality arts and music education, which is closely associated with increased student engagement, creativity, and self-expression. The TOSAs played a key role in building instructional capacity and providing site-level support to ensure program quality and consistency. Additionally, the implementation allowed classroom teachers to collaborate during designated art and music blocks, fostering professional collaboration while students engaged in enriched, standards-aligned instruction. Strong site-level participation and enthusiasm further contributed to the success of the program, helping to support both the academic and social-emotional development of students across multiple schools.
(Goal 1, Action 9) The iReady program supports both academic intervention and progress monitoring. Implementation was further strengthened through staff training and alignment with broader learning goals, particularly in addressing learning gaps and promoting data-driven instruction.iReady has been effective because it provides personalized learning pathways based on diagnostic assessments, allowing teachers to tailor instruction to each student's needs in reading and mathematics. The program delivers targeted lessons that adapt in real time, helping to close skill gaps while keeping students appropriately challenged. Additionally, its robust reporting features enable educators to monitor progress and adjust instruction, ensuring timely intervention and support—particularly for unduplicated students and those performing below grade level.
(Goal 1, Action 10) The district librarian provided both instructional and operational support to students, teachers, and staff, while library technicians were staffed at all school sites to ensure consistent access to library services and resources. Having a districtwide librarian has been effective in promoting literacy, teaching essential research and digital literacy skills, and ensuring equitable access to curated educational resources. The librarian also plays a key role in collaborating with teachers to support instruction across content areas, integrating library programming with academic goals. This centralized leadership helps maintain consistency, build capacity among site-level library staff, and expand the role of the library as a hub for student learning, inquiry, and engagement.

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.

(Goal 1, Action 1) Due to budget constraints, the district has had to make some difficult decisions, including pausing funding for the ALAS Summer Institute. While we will not be supporting summer professional development for teachers and administrators this year, the district remains committed to the ALAS program and will continue to provide support and resources throughout the school year to ensure its ongoing success.

Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.
(Goal 1, Action 2) Due to budget constraints, the district will be reducing the $20,000 allocation from federal funds previously designated for during-school tutoring. We remain committed to supporting student learning and will continue to explore alternative ways to provide academic support within available resources.
(Goal 1, Action 3) No changes

(Goal 1, Action 4) As the district will no longer receive the CSI funding for August Boeger, the allocation for this action will be adjusted to $10,000 for the upcoming school year.
(Goal 1, Action 5) No changes
(Goal 1, Action 6) No changes
(Goal 1, Action 7) No changes
(Goal 1, Action 8) No changes
(Goal 1, Action 9) No changes
(Goal 1, Action 10) Due to budget constraints, the district will be transitioning librarian services to a contracted model. However, MPESD remains committed to maintaining library access for students and will continue to staff a library technician at each school site.

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
1.1	Membership Dues	Ida Jew Academy School will implement ALAS in the 90/10 Language Model for DLI in the ALAS program Dual Language Immersion program. MPESD will continue to provide professional development for the teachers on best practices to support ALAS teachers in order to support rigorous academic environments. The professional learnings will help the teachers better understand the needs of English Learners and implement effective strategies to support their learning for the Dual Language Immersion program.	$7,200.00	Yes
1.2	Intervention Support During the School Day	Fund two paraprofessional educators, a total of 2.0 FTEs to provide support to Transitional and Kindergarten students participating in a full-day program, and eight positions will support unduplicated students to be successful in mainstream classrooms. Paraprofessionals will target their support with English Learners, Foster Youth, Homeless and Low-Income students; this support will facilitate these students being supported within their classroom setting and provide access to the core curriculum. Ida Jew Academy serviced total of 23 TK students in 2023-2024 school year: 41% were EL students, 0% foster youth, 13% homeless, 54% low-income, and 10% SPED students.	$189,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
		High-dosage tutoring during school day can have high impact for learning acceleration especially after the pandemic where the K-8 grade students are struggling across the board with the academics. Ida Jew Academy will work with various community partners to provide the high-dosage tutoring for our various student populations including students with disabilities, immigrant, new comers, English Learners, foster youth, migrant, and free and reduced lunch.		
1.3	Extended Learning Support Beyond the Regular School Day	Expand the opportunities for Extended Learning (Before School, After School, and Extended Year) by continue to prioritize students who are Low income, English Learners, Foster Youth, and Homeless students who are at risk to have priority to enroll in the ASES After School Program (MPAS) and provide additional tutoring support in small groups to complete homework assignments and provide small-group intervention support. For the 2023-2024 school years the district provided extended learning services to about 604 students with ASES grant. Using ELOP funds, Sunrise Program that supported social emotional learning was offered and implemented during this school year from 7:00 AM - 8:30 AM at all sites. With ELOP funds we also offered after school tutoring in reading and math where we serviced 161 MPAS students between 17 teachers. The after school tutoring was offered to nearly 200 students. For the Summer Program, we will offer Math Elevate, CSI, Reading, and Newcomers Class followed by Robotics where over 680 students have been invited to attend. Students participating in our Summer Program will have free access to a 9 hour day, which includes Robotics after lunch until 4pm.	$608,961.00	No
1.4	Building teacher and administrative efficacy	Ida Jew Academy in union with MPESD will work to build teacher and administrator capacity by providing training, coaching, planning support as well as teacher and administrators cohort to implement the board adopted curriculum. The participants will be able to address the needs of the English Learners as well as all learners as the teachers learn to plan to implement specific instructional practices and strategies such as the district adopted English Learner strategy, Language Dives, as part of the All Block	$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Arts Expeditionary Learning Curriculum implementation to enable English Learners to access the Common Core State Standards. In addition, comprehensive professional learning will be offered to the teachers, instructional paraprofessionals, and administrators to have the understanding of the principles behind the curriculum, explain the structure, and explore specific ways the curriculum meets all students' needs especially the English Learners. The teachers and staff will be able to describe the structure, design and key features of the curriculum, identify specific ways the curriculum is designed to close the literacy achievement gap for all students, consider mind-set shifts for planning and implementing a high quality core curriculum, reflect on how the curriculum is connected with professional learning and will shape and deepen the art of teaching and impact classroom culture. The funds will be used to pay teachers negotiated hourly rates for working beyond the contracted hours. Restorative Justice Practices integration within school policies, procedures, and a continuum of behavioral support plan will be implemented districtwide. MPESD will provide better understanding of districtwide offerings in Multi-tiered practices and will implement professional development to meet school site needs in implementation of RJP school wide. MPESD will assist schools to integrate Restorative Justice practices within their behavior consults. Restorative justice practices will examine the harmful impact of an action and then determines what can be done to repair that harm while holding the person who caused it accountable for his or her actions. Results are measured by how much repair was done rather than by how much punishment was inflicted. This action will support the English Learners and Socioeconomically disadvantaged students by decreasing suspensions and increasing attendance as these student subgroups have orange performance color on the CA Dashboard. Restorative justice can be especially advantageous for English learners as it emphasizes open dialogue and communication. This approach offers English learners valuable chances to practice their language skills in a supportive setting. Participating in discussions about the impact of actions, expressing emotions, and understanding different perspectives can enhance their English proficiency. Restorative justice also incorporates cultural sensitivity and inclusivity, respecting diverse cultural backgrounds and communication styles. This fosters a more welcoming environment for English learners who are navigating cultural differences while acquiring the		

Action #	Title	Description	Total Funds	Contributing
		language. Additionally, the process provides personalized support and guidance, which is beneficial for English learners who may need extra help in understanding procedures or expressing themselves effectively.		
1.5	Supplemental Instructional Apps and Technology Support	Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The technology and software utilized will support student learning in the classroom as well as provide extended learning opportunities. These software programs will support English Learners by offering a wealth of targeted resources to help them practice key speaking, listening, reading, and writing skills. The programs provide interactive exercises, including games, quizzes, and simulations, that actively engage students and make learning English enjoyable. This personalized approach allows English Learners to progress at their own pace, focusing on areas where they need more practice. Visual aids, animations, and audio prompts enhance comprehension and retention, particularly for those who benefit from multiple modes of instruction beyond text. Additionally, the programs use gamification elements such as badges, rewards, and progress tracking to motivate learners and maintain their engagement. The applications or programs that will be employed are being finalized; below are some possible examples of the software applications being considered: * Levered * Learning A-Z * Education.com * Texthelp Assistive Technology app for students with disabilities- Supplemental Instructional Apps and Technology Support • Digital tool for inclusive learning and working. Universal Design for Learning approach to teaching to minimize barriers and maximize outcomes for all learners especially for English Learners. • Other applications will be piloted to meet the needs of certain grade levels or populations of students. * Follett School Solution - library software for all school sites Using technology in a purposeful way to provide universal access and to differentiate instruction for our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With	$45,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disabilities) will assist students to practice skills close to their instructional level and assist teachers in providing targeted, small group and individualized support while still accessing instruction in grade-level content. Supplemental research-based reading and math intervention materials will support students who are below grade level. Technology Support extended duty as needed for AI implementation in the classroom.		
1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Maintain funding for one additional FTE for psychologist to administer assessments, conduct annual reviews, monitor the progress of targeted students, consult on student needs and make recommendations to ensure that identified students will be successful. This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly with services the students need to achieve academic success. Psychologists can advocate for English Learners' needs within the educational system, ensuring they receive appropriate services, accommodations, and support to thrive academically and socially.	$117,517.00	Yes
1.7	Prepare Students for College and Career Readiness	Enrichment activities and elective classes will provide supplemental opportunities for students to participate in programs such as music, visual and performing arts, dance, and sports. This will also contribute to pay the middle school teachers to teach enrichment/elective classes during their preparation/planning period. MPESD will purchase supplemental instructional supplies to support enrichment opportunities; may include materials as well as contracted services for art lessons, dance classes, or other enrichment opportunities. These action items will increase student engagement and provide inclusive opportunities especially for the English Learners, students with disabilities, Asian, Hispanic, socioeconomically disadvantaged students as they have high percentage of chronic absenteeism according to the CA Dashboard. Proving enrichment activities and elective classes will lead to improvement in student attendance rates, decrease chronic absenteeism and	$175,732.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspension rate which in turn will increase student academic and attendance outcomes.		
1.8	Purchase and Implementation of i-Ready	i-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan. iReady especially provides engaging grade-level content with the scaffolded support to achieve academic success. English Learners will benefit from using iReady as it provides differentiated instruction through personalized learning paths based on diagnostic assessments. This approach ensures that English Learners receive targeted instruction aligned with their current language proficiency level, addressing specific language needs and filling gaps. The program includes lessons on English grammar and language structure, essential for English Learners. iReady supports language development with activities focused on vocabulary development, reading comprehension, and grammar skills, which are crucial for improving English language proficiency. It also incorporates culturally relevant and diverse texts and materials, reflecting different cultures and experiences. This engagement can enhance motivation and learning outcomes for English Learners. iReady tracks students' progress over time, enabling teachers to identify areas where English Learners need additional support and adjust instruction accordingly. The program includes visual aids, audio support, and interactive elements, which help English Learners understand content more effectively, especially when facing language barriers. MPESD will continue to provide teacher support with data and reports on all students, including English Learners, helping teachers make informed decisions about instructional strategies and interventions. iReady serves as a valuable tool for English Learners by offering tailored instruction,	$28,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting language development, and equipping teachers with the resources needed to meet the diverse needs of their students.		
1.9	K-2 Screener	(pending approval from the board) As outlined in California Education Code Section 53008, state legislation requires all local educational agencies (LEAs) to assess students in kindergarten through grade two for risk factors related to reading difficulties, including dyslexia, using a state-approved screening instrument. To meet this mandate, MPESD will implement the mCLASS DIBELS assessment, a research-based universal screener and diagnostic tool that evaluates foundational literacy skills. Targeted for early learners in grades K–2, mCLASS DIBELS measures essential components of reading development, including phonemic awareness, letter knowledge, decoding, oral reading fluency, and comprehension—ensuring early identification and support for students who may need additional interventions. Unduplicated students—such as English learners, foster youth, and students from low-income households—often face additional barriers to early literacy development. mCLASS DIBELS provides timely, actionable data that helps educators identify reading gaps early and differentiate instruction based on each student's specific needs. This early identification is especially critical for unduplicated students, ensuring targeted support and equitable access to the foundational skills that are essential for long-term academic success.	$3,392.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

MPESD remains committed to delivering high-quality education and strengthening support for diverse learners by implementing strategies to retain teachers in a highly competitive economic environment. These efforts are designed to supplement base programs by providing targeted supports that enhance equity and continuity in instruction—particularly for English Learners, Foster Youth, Homeless, and Low-Income students. Retaining a stable, experienced teaching force directly supports these student groups by fostering consistent access to rigorous, responsive instruction that meets their unique needs. These efforts go beyond what is provided through base program funding and are specifically designed to address the unique needs of unduplicated students. This is accomplished through a combination of strategic actions that are specifically designed to support teacher retention and enhance instructional quality for unduplicated students. MPESD provides targeted professional development focused on culturally responsive teaching, inclusive practices, and instructional strategies aligned to the needs of English Learners, Foster Youth, Homeless, and Low-Income students. The district also offers mentorship and coaching for new and continuing teachers to build capacity and reduce turnover. Supplemental funds are used to provide instructional resources beyond those funded through the base program. These efforts ensure that teachers are well-supported and equipped to deliver high-quality instruction, while students benefit from greater consistency, stronger relationships, and learning environments tailored to their academic and social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Appropriately Assigned and Fully Credentialed Teachers	One "misassignments" and zero "vacant teacher" positions for 2023-2024 school year.	One "mis-assignments" and zero "vacant teacher" positions		Have zero “misassignments” and "vacant teacher positions	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Data on Teacher retention	Zero teacher resignation for 2023-2024 school year.	Zero teacher resignation		Continue to have zero teacher resignation	0%
2.3	Facilities in Good Repair	2023-2024 school year WestEd California Healthy Kids Survey indicated that students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 76% Staff 69% Parents - not enough data collected (40 parents responded despite numerous efforts) 100% of classroom and school buildings received safety equipment.	2024-2025 school year WestEd California Healthy Kids Survey indicated that students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students - 56% Staff - 79% Parents - 79% 100% of classroom and school buildings received safety equipment.		Increase or maintain the percentage of staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey. Students 85% Staff 78% Parents - 85% Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.	Students -20% Staff +10% Parents 0%
2.4	Implementation levels for the professional development, English Language Arts, Mathematics, ELD, History, and Science in the	Met standard: For 2022-2023 Professional development- Full Implementation and Sustainability	Met standard: For the 2024-2025 Professional development, the following had rating of 5 Full		Professional development- Full Implementation and Sustainability English Language Arts – Full	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator Self-Reflection Tool from CA Dashboard	English Language Arts – Full Implementation and Sustainability Mathematics – Full Implementation and Sustainability English Language Development - full implementation History - Full Implementation Social Science - initial implementation.	Implementation And Sustainability: English Language Arts – Common Core State Standards for English Language Arts Mathematics – Common Core State Standards for Mathematics English Language Development (Aligned to English Language Arts Standards) had a rating of 4, full implementation History - Social Science and Next Generation Science Standards		Implementation and Sustainability Mathematics – Full Implementation and Sustainability English Language Development - Full Implementation and Sustainability History - Full Implementation and Sustainability Social Science - Full implementation.	
2.5	Access to the Standards-Aligned Instructional Materials	There was one William complaint that was found to be without grounds. The district has sufficient materials under Williams and is in compliance.	Zero lack of instructional materials		Continue to have zero complaints for lack of instructional materials.	0%

Goal Analysis [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.

(Goal 2, Action 1) The planned action to hire new teachers for class size reduction—specifically funded through salaries and benefits to support recruitment and retention—was fully implemented. However, we continue to face challenges in attracting and retaining high-quality educators due to the high cost of living in the Bay Area and the more competitive compensation packages offered by neighboring districts. Despite these challenges, class size reduction has been successfully implemented and is expected to positively impact our most vulnerable student populations, including English Learners, Foster Youth, Homeless Youth, Low-Income students, and Students with Disabilities, by providing more individualized support and improved learning conditions.
(Goal 2, Action 2) This action was fully implemented. The district successfully contracted with SVNTC and will continue this partnership through the remainder of the 2024–2025 school year. TOSA Reading Intervention Teachers and teacher peer mentors were compensated, and substitute teachers were provided to allow classroom teachers to attend professional learning sessions through the Silicon Valley Math Initiative. These efforts support the district's ongoing commitment to high-quality professional development and instructional improvement.
(Goal 2, Action 3) This action was fully implemented; however, Local Reserve Budget Grant (LRBG) funds were used in place of LCAP funds to provide students—specifically English Learners, Foster Youth, Homeless, and Low-Income students—with access to internet connectivity and technology devices. LRBG funds are often one-time allocations or more flexible in use. Using them for immediate needs like technology and internet access ensures those funds are used efficiently without impacting ongoing LCAP-funded programs.
(Goal 2, Action 4) This action was fully implemented. Protective equipment was purchased and distributed to both students and staff to support safe and healthy school environments. LRBG funds were used in place of LCAP funds to maximize the overall impact of available resources.
(Goal 2, Action 5) This action was fully implemented. Funds were utilized to purchase supplemental materials, including a cursive writing curriculum and other instructional resources, to enhance and support core academic instruction across grade levels.
(Goal 2, Action 6) This action was fully implemented. The district provided designated and integrated ELD curriculum as well as targeted professional development for teachers serving English Learners (ELs) and Long-Term English Learners (LTELs). To ensure equitable access, hard copies of student workbooks were purchased, allowing students—particularly English Learners, Foster Youth, Homeless, and Low-Income students—to engage with grade-level content regardless of internet connectivity or access to digital devices.

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

(Goal 2, Action 1) There were no material differences between the budgeted expenditures and the estimated actual expenditures. Funds were fully expended as planned to hire new teachers in support of class size reduction.
(Goal 2, Action 2) There were no material differences between the budgeted and estimated actual expenditures for supporting teachers new to the profession. Funds were fully expended as planned to provide the necessary support and resources for beginning and teachers with experience.

Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.
(Goal 2, Action 3) There was a difference of $10,000 between the budgeted and estimated actual expenditures due to the district's decision to utilize Local Reserve Budget Grant (LRBG) funds instead of LCAP funds to support internet access and technology devices. This strategic adjustment provided greater flexibility in resource allocation while still achieving the intended goals of ensuring equitable access to technology for students.
(Goal 2, Action 4) There was a difference of $5,000 between the budgeted and estimated actual expenditures due to the district's decision to utilize Local Reserve Budget Grant (LRBG) funds instead of LCAP funds to support safe school facilities. This adjustment allowed the district to preserve LCAP resources for other high-priority initiatives while still meeting safety objectives.
(Goal 2, Action 5) There was no material difference between the budgeted and estimated actual expenditures. Funds were fully expended as planned to purchase supplemental materials, including a cursive writing curriculum and other instructional resources, to support and enhance core instruction.
(Goal 2, Action 6) There was no material difference between the budgeted and estimated actual expenditures. Funds were fully expended as planned to support the implementation of designated and integrated ELD curriculum and provide professional development for teachers serving English Learners.

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

(Goal 2, Action 1) The action to hire new teachers for class size reduction has been effective in making progress toward the goal. Reducing class sizes has allowed for more individualized instruction and increased student engagement, particularly benefiting high-need student populations. This targeted support has contributed to improved learning conditions and instructional effectiveness across classrooms.
(Goal 2, Action 2) The action to support teachers new to the profession was effective in making progress toward the goal. The district met its objective by partnering with SVNTC to provide induction support for new teachers working to clear their credentials, ensuring they received the guidance and resources needed to develop their instructional practice and remain in the profession.
(Goal 2, Action 3) The action to provide internet access and technology devices to students—particularly those in our unduplicated student population (English Learners, Foster Youth, Homeless, and Low-Income students) has been effective in making progress toward the goal. This support has helped ensure equitable access to digital learning resources and instructional content, reducing barriers to academic engagement and participation.
(Goal 2, Action 4) The action to provide materials for safe school facilities has been effective in making progress toward the goal. Protective equipment was successfully purchased and distributed to all staff and students, supporting a safe and healthy learning environment and promoting continued in-person instruction.
(Goal 2, Action 5) The action to provide supplemental materials to support core instruction has been effective in making progress toward the goal. It met Assembly Bill 446 (AB 446) mandate and ensured that both students and teachers had access to the necessary resources to enhance teaching and learning across content areas.
(Goal 2, Action 6) The action to provide Designated and Integrated ELD curriculum along with ELD-focused professional development for teachers serving English Learners (ELs) and Long-Term English Learners (LTELs) has been effective in making progress toward the goal. These efforts have supported improved instructional practices and increased access to grade-level content for multilingual learners.

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.

(Goal 2, Action 1) Due to budget constraints, the district anticipates challenges in further reducing class sizes in the upcoming year. However, we remain committed to doing our best to retain teachers in this highly competitive economic environment. Our continued focus will be on ensuring that students receive the support they need to succeed by maintaining a stable and qualified teaching staff.
(Goal 2, Action 2) No changes have been made to this action. The district remains committed to supporting new teachers through continued induction services, mentoring, and professional development to ensure their success and long-term retention.
(Goal 2, Action 3)This action will be removed from the LCAP, as other funding sources will be used to support internet access and the purchase of technology devices. This adjustment allows the district to reallocate LCAP funds toward other high-priority actions that directly support student learning and progress.
(Goal 2, Action 4) This action will be removed from the LCAP, as other funding sources will be utilized to support and maintain safe school facilities. This change allows the district to reallocate LCAP resources toward other initiatives that more directly advance student achievement and equity.
(Goal 2, Action 5) Due to budget constraints, the district will not renew the Wilson cursive curriculum at this time. Teachers will continue to meet the state mandate for cursive instruction using existing resources. The district remains committed to supporting effective instruction and will monitor implementation to ensure student needs are met.

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
2.1	Strategic Teacher Retention to Support Equity and Instructional Continuity	MPESD remains committed to delivering high-quality education and strengthening support for diverse learners by implementing strategies to retain teachers in a highly competitive economic environment. These efforts are designed to supplement base programs by providing targeted supports that enhance equity and continuity in instruction—particularly for English Learners, Foster Youth, Homeless, and Low-Income students. Retaining a stable, experienced teaching force directly supports these student groups by fostering consistent access to rigorous, responsive instruction that meets their unique needs. These efforts go beyond what is provided through base program funding and are specifically designed to address the unique needs of unduplicated students.	$345,949.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Support teachers new to the teaching profession.	Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the common core standards. While having trained credential teachers will help all students, our most vulnerable populations (English Learners, Foster Youth, Homeless, and Low Income) will benefit the most from having trained, qualified teachers during the school day. Mentorship provides new teachers with the knowledge, skills, and confidence needed to effectively support English Learners in their classrooms, ultimately leading to improved academic outcomes for the English Learners. Teachers who can provide quality daily instruction that provides access to grade-level standards provide ongoing assessments to assess the impact of their teaching by asking for feedback from students and differentiating or changing their instructional practices to support student's academic growth especially for English Learners. Intensive Reading Intervention will be provided for those students performing below grade level in Reading for grades K-3 by 1. 5 Full Time Employee (FTE) Reading Intervention Teachers on Special Assignments. Proficiency in reading is foundational for academic success across all subjects. Interventions that strengthen reading skills enable English Learners to better comprehend and engage with content in other subjects taught in English. English Learners often need targeted instruction that addresses their specific language acquisition needs. Intensive reading interventions are designed to provide focused support, helping English Learners improve their reading skills in English. MPESD teachers will partake in The Silicon Valley Mathematics Initiative (SVMI) for 2025-2026 along with other East Side Alliance districts to support the teachers, coaches/TOSAs, and administrators in the to improve math practices by using high-leverage instructional routines and student work to guide instruction. The teachers will use student work to guide instruction, materials and resources rooted in CA Mathematics Framework. This action item will support the teachers analyze student work to identify patterns of understanding, misconceptions, and areas where English Learners may struggle. This analysis helps in understanding the specific needs of students and informs instructional decisions. The teachers can use	$269,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		formative assessment strategies to check for understanding, provide timely feedback, and modify instructional strategies to better meet the needs of English Learners.		
2.3	Supplemental materials to Support Core Instruction	The District will continue to purchase supplemental materials to enhance the implementation of the core curriculum to support our diverse student population with K-2 Phonics Curriculum and Professional development that goes with the curriculum. By providing additional resources and focused instruction, supplemental curriculum will accelerate the language acquisition process for English Learners. English Learners often need additional support in acquiring English language skills. Supplemental curriculum is specifically designed to address their language needs and it will help English Learners grasp English more effectively and rapidly. Although students have access to soft copies of the student workbooks, the District will purchase hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technology device. English Learners, Foster Youth, Homeless, and Low Income will benefit from this action because they will have access to supplemental materials to enhance and ensure access to grade-level content. Having hard copies of curriculum materials ensures equitable access, supports various learning styles, facilitates home learning, and enhances comprehension for English Learners, making the educational experience more inclusive and effective. By providing hard copies, all students, regardless of their access to technology, can engage with the curriculum. This approach caters to different learning preferences and allows students to study at home without the need for digital devices, ensuring that everyone has the opportunity to succeed academically.	$30,431.00	Yes
2.4	Designated and Integrated ELD Curriculum and ELD professional	English Learners (EL) and Long Term English Learners (LTEL) will have access to the core curriculum that will address the designated and integrated ELD: Benchmark Advance (K-2) English Language Arts Curriculum	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	development for teachers for EL and LTEL	Expeditionary Learning (EL) Education (3-8) English Language Arts Curriculum The Benchmark Advance has the ELD curriculum imbedded for K-2 and EL Education has ALL Block imbedded with Language Dives. Language Dives is a board adopted ELD strategy. Designated and integrated English language development (ELD) are instructional approaches designed to assist English Learners in acquiring English proficiency while learning academic content. In Designated ELD, there is focused language instruction that involves dedicated time for explicitly teaching English language skills. This approach ensures that English Learners receive targeted support tailored to their proficiency levels and specific language needs, helping them develop their English language proficiency effectively. Integrated ELD integrates language development into content instruction across various subjects such as math, science, and social studies. This approach supports English Learners by providing exposure to academic content while simultaneously practicing language skills. By embedding language development into the teaching of academic subjects, Integrated ELD helps English Learners gain a deeper understanding of both the language and the content being taught. This integrated approach facilitates learning in context, making academic concepts more accessible and meaningful for English Learners as they work towards proficiency in English. Teachers will also receive professional development to improve their approaches for effectively teaching language that are critical to ensuring that English language learners achieve success. Teachers will build on the strengths all students possess to realize their potential and develop language practices in deep and accelerated ways. Teachers will also be able to incorporating well-scaffolded lessons that provide multiple entry points for the diversity of English language learners as well as student discourse.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is driven by research showing that students who feel safe and supported are more likely to attend school regularly, engage in learning, and perform better academically. Based on data and input gathered from parent advisory meetings and surveys, MPESD in union with Ida Jew Academy has identified a continued need to strengthen student and parent engagement and to provide a safe, inclusive, and supportive learning environment for all students.
Results from the 2025 California Healthy Kids Survey (CHKS) administered to students and staff revealed key areas for growth. Only 41% of 5th-grade students and 32% of 7th-grade students reported having opportunities for meaningful participation. Additionally, 33% of students reported experiencing chronic sadness, while 74% indicated that their school promotes an anti-bullying climate. Creating safe and inclusive campuses will also help reduce disciplinary incidents and improve attendance. Furthermore, fostering supportive environments strengthens school-home partnerships and promotes equity, particularly for English Learners, foster youth, students with disabilities, and other historically underserved groups. By prioritizing student voice, belonging, and well-being, the district aims to build a foundation for improved outcomes and long-term success for all learners.
To address these areas, the district has taken several proactive steps. The district has also hired additional mental health counselors and established partnerships with outside counseling agencies to strengthen mental health services for students. Staff development has been provided in the areas of mental health, social-emotional learning (SEL), diversity, inclusion, belonging, and classroom practices that foster student voice such as class meetings and focus groups.
Additionally, schools have held anti-bullying rallies and assemblies to promote positive school culture and student well-being. At the middle school level, students are offered Research-Based Ethnic Studies as an elective to enhance cultural relevance and engagement. Campus supervisor provides daily support to students, and family case managers are actively working with families of identified students to ensure access to necessary services and community-based resources.
Ida Jew Academy in union with MPESD also recognizes the need to increase participation from families of English Learners, foster youth, homeless students, and students from low-income households. Ida Jew Academy will continue to provide bilingual and trilingual translation services for all meetings and communications to ensure access for all families. Family case managers will make personalized outreach calls to high-need families, including foster youth, to encourage engagement and connect them with support services. School sites IJAVVE and MPIJA will continue direct outreach to families of English Learners to encourage participation in ELAC, DELAC, and other advisory

committees that support parent voice and leadership. Ida Jew Academy will continue to gather feedback from all educational partners to inform ongoing planning and improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard - Suspension Data	According to 2023 CA Dashboard, district suspension rate for all students was at 3.5%. Subgroups Status Levels: African American students at 12.1% (4 students) White students at 7% (2 students) English Learners at 4.3% Hispanic students at 3.7% Homeless students at 5.6% Socioeconomically Disadvantaged students at 4.1% Students with Disabilities at 4.5% Two or more races were at 3.6% Asian students were at 0.9%. Foster Youth at 11.3%	According to 2024 CA Dashboard, district suspension rate for all students was at 3%. Subgroup Status Levels: African American students at 14.8% White students at 2.9% English Learners at 4% Hispanic students at 3.4% Homeless students at 2.6% Socioeconomically Disadvantaged students at 3.5% Students with Disabilities at 3.7% Two or more races were at 2.2% Asian students were at 1% Foster Youth at 9.1%		District suspension rate desired for all students is 0%. Subgroups Status Levels: African American students at 0% White students at 0% English Learners at 0% Hispanic students at 0% Homeless students at 0% Socioeconomically Disadvantaged students at 0% Students with Disabilities at 0% Two or more races were at 0% Asian students were at 0%. Foster Youth at 0%	Improved as a district by 0.5% Improved for all subgroups except for African American students: African American +2.7% White students -4.1% English Learners -0.3% Hispanic students -0.3% Homeless -3.0% Socioeconomically Disadvantaged -0.6% Students with Disabilities -0.8% Two or more races -1.4% Asian -0.1% Foster Youth -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CA Dashboard - Chronic Absenteeism	According to the 2023 CA Dashboard, the chronic absenteeism for the MPESD was at 30.9%. Subgroups Status Levels: African Americans at 13.3% Asian at 21% English Learners at 27.4% Hispanic/Latino at 33.5% Socioeconomically disadvantaged at 32.2% Students with Disabilities at 38% White students at 25.6% Homeless students at 31.9% Two or More Races at 40.7%	According to the 2024 CA Dashboard, the chronic absenteeism for the MPESD was at 25%. Subgroup Status Levels: African Americans at 12.5% Asian at 11.5% English Learners at 25% Hispanic/Latino at 27.5% Socioeconomically disadvantaged at 27.9% Students with Disability 34.2% White students at 20.6% Homeless students at 26.2% Two or more races at 36.4%		Decrease district chronic absenteeism to 24% Subgroups Status Levels: African Americans at 6% Asian at 14% English Learners at 20% Hispanic at 26.5% Socioeconomically disadvantaged at 25.2% Students with Disabilities at 31% White students at 18.6% Homeless students at 18.6% Two or More Races at 33.7%	Improved as a district by +6% Improved for all subgroups: African Americans +0.8% Asian +11.5% English Learners +2.4% Hispanic/Latino +6% Socioeconomically disadvantaged +4.3% Students with Disability +3.8% White students at +5% Homeless students at +5.7% Two or more races at +4.3%
3.3	CA Healthy Kids Survey - Students	West Ed Climate CA Healthy Kids Survey (CHKS) Data: The percentage of seventh grade students rating for meaningful	West Ed Climate CA Healthy Kids Survey (CHKS) Data: The percentage of seventh grade students rating for		The percentage of seventh grade students rating for meaningful participation by 2025-2026: 7th graders at 40% 5th graders at 60%	West Ed Climate CA Healthy Kids Survey (CHKS) Data: The percentage of seventh grade students rating for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participation in 2023-2024: 7th graders at 23% 5th graders at 44% The percentage of students who reported experiencing chronic sadness is 33%. Percentage of students who reported that the school promotes an anti-bullying climate for is 42%	meaningful participation in 2024-2025: 7th graders at 32% 5th graders at 41% The percentage of students who reported experiencing chronic sadness is 33%. Percentage of students who reported that the school promotes an anti-bullying climate for is 74%		The percentage of students who report experiencing chronic sadness is 10%. Percentage of students who reported that the school promotes an anti-bullying climate for is 10%	meaningful participation in 2024-2025: 7th graders +9% 5th graders -3% The percentage of students who reported experiencing chronic sadness stayed the same as previous year 0% difference Percentage of students who reported that the school promotes an anti-bullying climate for is +32% improvement.
3.4	Expulsions Rate	The district expelled 0 student for 2023-2024 school year.	The district expelled 0 student for 2023-2024 school year.		Zero student for expulsion	0%
3.5	Attendance Rate	The District's average daily attendance is 96% for 2023-2024 school year.	The District's average daily attendance is 96% for 2024-2025		Increase or maintain the average daily attendance rate, the goal is to have 97% or better.	0%
3.6	Pupil Engagement: Middle School Dropout Rate	The MPESD's Middle School Dropout rate is	The MPESD's Middle School Dropout rate is 0%		Middle School Dropout rate at 0%	+9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9% for 2023-2024 school year.	for 2024-2025 school year.			
3.7	Student, Staff, and Parent (LCAP) Survey	2023-24 LCAP Survey yielded results as follows: 573 participated Parent Participation 43% Parents of English Learners 14% Parents of Low Income 22% Parents of Foster Youth 0% Student: 48% Staff: 9%	2024-25 LCAP Survey yielded results as follows: 154 participated Parent Participation 51% Parents of English Learners 15% Parents of Low Income 28% Parents of Foster Youth 1% Student: 44% Staff: 17%		LCAP Survey will yield: 700 participants 60% Parent Participation Parents of English Learners 40% Parents of Low Income 40% Parents of Foster Youth 30% 60% Student Participation 60% Staff Participation	LCAP Survey yielded less participation results despite many community outreaches by the district and school sites. -419 participation Parent Participation +8% Parents of English Learners +1% Parents of Low Income +6% Parents of Foster Youth 1% Student: -4% Staff: +8%

Goal Analysis [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.

(Goal 3, Action 1) The planned actions were fully implemented; however, the budget exceeded initial estimates due to staff salary increases and the need to cover associated benefit costs.
(Goal 3, Action 2) The planned action was fully implemented. Salaries and benefits for the Community Schools Coordinators were paid, and the Sown to Grow programs were successfully funded.
(Goal 3, Action 3) The planned action was fully implemented. A portion of the student advisor’s salary was funded as planned, while the purchase of library books was covered using local funds instead.
(Goal 3, Action 4) The planned action was fully implemented. Salaries and benefits for the campus supervisors were funded as planned.
(Goal 3, Action 5) The planned action was fully implemented. The Mindful Life Project was successfully implemented at all school sites.

(Goal 3, Action 6) The planned action was fully implemented. Food and supplies for Parent Academic Fairs were provided, teacher led parent training sessions were funded, and additional events such as the Cinco de Mayo Parade were successfully held.
(Goal 3, Action 7) The planned action was fully implemented. Contracted services and platforms to support parent engagement were funded, translation services were provided, and salaries and benefits for parent engagement clerical and administrative support were paid.
(Goal 3, Action 8) The planned action was fully implemented. Salaries and benefits for the Parent Engagement IT support staff were paid.

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.

Below are associated costs provided by the chartering district MPESD that also support the goals of Ida Jew Academy and detail MPESD costs associated with having both VV and MP work directly with Ida Jew Academy.(Goal 3, Action 1) The budget exceeded initial estimates by approximately $30,000 due to the staff salary increases and the corresponding rise in benefit costs.
(Goal 3, Action 2) There were no material differences between the budgeted and actual expenditures for Community Schools.
(Goal 3, Action 3) The estimated actual expenditure was $131,281; however, $75,107 was spent, resulting in a difference of $56,174. This variance occurred because the cost of library books and related services was covered using local funds instead.
(Goal 3, Action 4) The estimated actual expenditure was $97,791; however, $93,772 was spent, resulting in a difference of $4,019. This variance was due to one of the contracted services not taking place as planned.
(Goal 3, Action 5) There were no material differences between the budgeted and actual expenditures for the Mindful Life Project.
(Goal 3, Action 6) The estimated actual expenditure was $14,000; however, $6,000 was spent, resulting in a difference of $8,000 as some of the items used ELOP and SLS funds.
(Goal 3, Action 7) The estimated actual expenditure was $364,181; however, $293,702 was spent, resulting in a difference of $70,479. This variance was due to the mid-year retirement of an executive administrator, which eliminated the need to pay part of the salary.
(Goal 3, Action 8) There were no material difference between the budgeted and actual expenditures for parent engagement IT support.

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

(Goal 3, Action 1) The action has been effective in making progress toward the goal of creating a safe, inclusive, and supportive learning environment for all students. Family case managers, directors, and counselors provide targeted support to the district’s most vulnerable student groups, including English Learners, foster youth, students experiencing homelessness, and those from low-income households. These staff members play a vital role in removing barriers to student success by facilitating access to academic, mental health, and community-based services. Their efforts have helped increase student engagement, improve attendance, and strengthen communication and trust between schools and families. By addressing students’ social-emotional and basic needs, this action supports improved academic outcomes and contributes to a stronger sense of belonging and connection to school, particularly for historically underserved student populations.
(Goal 3, Action 2) The implementation of Community Schools, along with dedicated Community School Coordinators and the Sown to Grow program, has been effective in supporting the both Ida Jew Academy district’s goals of fostering student well-being, engagement, and academic success. Coordinators have facilitated stronger partnerships with families and community organizations, improving access to health, mental health, and enrichment services. The Sown to Grow platform has supported students' social-emotional learning by providing regular opportunities for self-reflection and goal setting, contributing to a stronger sense of belonging and improved school climate.

(Goal 3, Action 3) The action has been effective in improving student engagement and attendance. The presence of a student advisor provides consistent behavioral and social-emotional support, helping to address attendance concerns proactively and foster a positive school culture. This role is instrumental in building relationships with students and families, monitoring student needs, and implementing tiered interventions that support daily attendance and engagement. In addition, access to updated library books and expanded library services promotes a love of reading, supports academic achievement, and creates a welcoming space that encourages students to connect with their school environment. Together, these strategies contribute to increased student motivation, reduced absenteeism, and a stronger sense of belonging on campus.
(Goal 3, Action 4) The action of employing campus supervisors has been effective in improving school climate by providing consistent adult presence, fostering positive relationships with students, and ensuring a safe and orderly environment throughout the school day. Campus supervisors play a key role in promoting respectful behavior, de-escalating conflicts, and reinforcing school wide expectations. Their daily interactions with students contribute to a greater sense of safety, trust, and connectedness on campus. In addition, campus supervisors support student engagement by building rapport and serving as approachable, caring adults, particularly important for students who may need additional emotional or behavioral support. These efforts directly align with the district's goal of creating a safe and supportive learning environment that encourages student well-being and academic success.
(Goal 3, Action 5) The implementation of the Mindful Life Project has been effective in supporting a positive school climate by equipping students with mindfulness practices that promote emotional regulation, focus, and resilience. Through structured lessons and consistent practice, students develop tools to manage stress, improve self-awareness, and build empathy. These skills contribute to reduced behavioral incidents, calmer classroom environments, and stronger peer relationships. The program also supports staff in fostering a culture of inclusion, respect, and well-being, aligning with the district's goal of creating safe, supportive, and engaging learning environments. Overall, the Mindful Life Project strengthens both individual student well-being and the collective climate of the school community.
(Goal 3, Action 6) The implementation of Parent Academic Fairs, supported by teachers and community partners, has been effective in strengthening parent engagement by providing families with meaningful opportunities to learn about academic expectations, instructional strategies, and available resources to support their children's learning at home. These events help build trust and partnership between families and school staff, particularly when language-accessible materials and culturally relevant supports are provided. Offering food and supplies at these gatherings, along with organizing inclusive community events such as the Cinco de Mayo Parade, helps foster a welcoming school environment where families feel valued and connected. These efforts are especially impactful for historically underserved families and contribute to increased participation in school activities, improved communication, and stronger home-school relationships, key components of a positive and engaged school community.
(Goal 3, Action 7) The use of contracted services to support parent engagement has been effective in improving communication, accessibility, and involvement across the district. Platforms such as ParentSquare streamline communication between schools and families by providing a centralized, multilingual tool for announcements, reminders, and two-way messaging, ensuring that all families—regardless of language or technology barriers—receive timely and relevant information. Panorama helps the district collect and analyze family feedback on school climate and engagement, guiding data-driven improvements in outreach and support. Document Tracking Services and PowerSchool maintenance/licensing improve transparency and efficiency in managing student data and communications related to academic progress, enrollment, and intervention plans. This access to real-time, clear information helps parents stay informed and actively participate in their child's education.Partnerships with organizations like Voler provide additional capacity for culturally responsive outreach and parent leadership development, especially for underserved communities. These services work collectively to remove barriers to engagement, strengthen home-school relationships, and ensure families have both the tools and confidence to support student success.
(Goal 3, Action 8) Providing IT support for parents has been effective in increasing parent engagement by ensuring that families can access and navigate the digital tools essential to participating in their child's education. Many school communications, academic platforms, and

engagement activities now take place online, and without adequate support, some families—particularly those with limited digital literacy or access—may struggle to stay informed or involved. By offering dedicated IT support, the district helps parents troubleshoot issues, access student portals, complete online forms, and engage in virtual meetings or school events. This reduces technological barriers and empowers parents to take an active role in monitoring academic progress, communicating with teachers, and supporting learning at home. IT support is especially critical for English Learner families and low-income households, ensuring equitable access to digital resources and strengthening overall home-school connections.

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.

(Goal 3, Action 1) There are no changes to this item.
(Goal 3, Action 2) Based on reflections from prior implementation and the demonstrated impact of the Community School model, the district will expand the initiative in the coming year by adding Robert Sanders Elementary as a designated Community School. As a result, there will be three Community Schools in the district: August Boeger, Mt. Pleasant Elementary, and Robert Sanders.
(Goal 3, Action 3) Due to budget constraints, both Ida Jew Academy and MPESD will not be adding a Student Advisor position for 2025-2026 school year. This adjustment was made after reviewing available resources and prioritizing funding for existing high-impact actions. While the position would have provided additional support for student engagement and well-being, the district will continue to explore alternative strategies and staffing structures to meet student needs within current budget limitations.
(Goal 3, Action 4) There are no changes to this item.
(Goal 3, Action 5) Due to budget constraints, the Mindful Life Project may not be implemented at all school sites in the coming year. While the program has shown positive impact on student well-being and school climate, limited funding requires the district to prioritize sites with the greatest need or seek supplemental funding sources. The district will continue to monitor outcomes and explore opportunities to expand the program districtwide as resources allow.
(Goal 3, Action 6) Due to budget constraints, the allocation for parent engagement—specifically for academic fairs—will be reduced by $9,000 in the coming year. While these events have been effective in fostering family participation and support for student learning, the district will seek to maintain the impact of academic fairs through more cost-effective strategies, and community partnerships.
(Goal 3, Action 7) Due to budget constraints, the Parent Engagement/Executive Administrative Support position will not be filled in the coming year, resulting in a cost savings of $97,509. While the position provided valuable support for coordinating parent engagement efforts, the district will reallocate responsibilities among existing staff to maintain essential services and continue supporting family involvement within available resources.
(Goal 3, Action 8) There are no changes to this item.

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
3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Family Case Managers, one FTE, to help improve school climate and to improve student attendance for targeted students and engage parents and students in subgroups to provide individual support based on "needs" assessments. Provide support and resources to our most vulnerable students such as English Learners, foster, and low income students to ensure they have the essentials such as school supplies, food, school transportation, and other life essentials to enable students to engage in school and improve academic success and attendance. The Director of Student Services will continue to coordinate wrap-around services with partnering agencies (Alum Rock Counseling, Bill Wilson Center, Reilly Behavioral) and other community resources for students that are referred to SARB. The Director of Student Services will also monitor and support the implementation of the PBIS program and coordinate the work of the Family Case Managers. Quarterly meetings will take place to monitor the progress of our targeted high-risk students, and improvement or school success plans will be created for targeted students such as Special Education students, English Learners, foster, and low income students. Counselor, 1.0 FTE, position to provide individual and small group counseling to meet the social-emotional needs of our most vulnerable populations (English Learners, Homeless, Foster Youth, and Low Income). Learning a new language can be challenging and frustrating, often causing emotional stress or anxiety. Counselors provide emotional support and guidance, helping English Learners and other learners navigate these feelings effectively. Assistance with transportation (i.e., bus tokens, car service, mileage,or school bus) to assist foster and homeless youth remain at school. Access to transportation is crucial for foster students as it ensures equitable opportunities for them to participate in educational activities, regardless of their living arrangements or geographic location. This access helps bridge the gap between home and school environments, promoting fairness in educational access and outcomes. Foster students often face challenges such as multiple placements and changes in living situations. Reliable transportation ensures they can attend school consistently, which is essential for improving their academic progress and overall well-being.	$32,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This support contributes significantly to fostering stability and continuity in their educational journey.		
3.2	Improve Student Engagement and Attendance	Purchasing of new library books, services, and furnitures will support to enhance reading engagement, help with developing a school-wide reading culture, provide students with leadership opportunities, and promote the role of the library within the school site. The library needs to be relevant to encourage regular library visits from students. Having the libraries offer a wide range of books covering various genres, topics, and difficulty levels will allow English learners to explore different writing styles, vocabulary, and subject matter which can enrich their language skills. Reading regularly is essential for improving vocabulary, comprehension, and reading fluency. Library books provide ample opportunities for learners to practice reading in English, helping them become more proficient over time.	$8,000.00	Yes
3.3	Improve School Climate	Continue to fund one part-time Campus Supervisors to support a positive school climate and provide interventions for students. (This is not yard duties for recess and lunch supervision. This is above and beyond, supplemental.) Campus Supervisors can contribute significantly to creating a positive school climate by fostering a safe, inclusive, and supportive environment for all students especially English Learners by building relationship and trust. They actively engage with students who speak languages other than English and ensure that everyone feels valued and respected, which is crucial for creating a conducive learning environment. Campus Supervisors monitor the overall school environment and promptly address any issues or challenges that may arise among English Learners. This includes addressing potential conflicts and intervening promptly when issues specifically affect English Learners, who often encounter unique challenges related to language proficiency and cultural adaptation. Campus Supervisors provide targeted support by understanding the cultural backgrounds of English Learners and facilitating their integration into the school community. This proactive approach aims to enhance school climate by improving attendance, increasing student engagement, and boosting academic achievement, particularly for English Learners,	$74,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, Homeless, and Low-Income students. These efforts contribute to a more inclusive and supportive educational environment where all students can thrive.		
3.4	Improve School Climate	Mindful Life Project introduces mindfulness, self-awareness, self-regulation and noticing an immediate change behavior of the students by supporting the mental and emotional wellness of students, teachers, staff, leaders, and families through mindfulness programming. The goal is to create a foundation of well-being at the individual level that leads to a connected school culture and climate where everyone feel safe, welcomed, valued, and believed in. The program supports the students who have had significant trauma, who would often spend an hour or more each day dealing with conflicts, lack of attention, and emotional dysregulation. This fund is paid out of Elementary and Secondary School Emergency Relief (ESSER) and not MPESD LCAP.	$58,240.00	Yes
3.5	Parent Engagement	Provide Parent Academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources and opportunities to help meet the needs of their students. Training will be available in person and also virtual. Also provide hands-on support to help parents/guardians monitor their student's progress, monitor their student's safety in social media, Powerschool grades, how to use technology to communicate with teachers and other school staff, and seek resources at school and in the community to support the needs of their students. Parents bring valuable cultural and linguistic knowledge that can significantly enrich the educational experience of English Learners. They play a crucial role in bridging any cultural gaps between home and school, ensuring their children feel supported and understood in both environments. Engaged parents advocate for their children's needs within the school system, ensuring they receive appropriate support and resources to succeed academically. When English Learners know that their parents are actively interested and involved in their education, it can	$600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		boost their confidence and motivation to excel in school. Additionally, parents of English Learners become familiar with reclassification criteria and ELPAC assessment results, as well as district supports available to their children. This understanding empowers parents to actively participate in educational decisions and interventions that benefit their children's language development and academic progress. Parent Trainings offered during 2023-2024: K-2 Math Strategies K-2 Reading Strategies 3-5 Math Strategies K-2 Math Strategies College And Career Readiness: What you need to know in Middle School AVID Strategies Mindfulness Wellness in Education: attendance, stress, anxiety, hunger, and fatigue at school CalKids - Children's Savings Accounts Internet Safety Supporting Language Development and What to Watch For Attendance and your Student PowerSchool Parent App Troubleshooting iReady for Parents (English, Spanish, and Vietnamese) ParentSquare Tutorial And Troubleshooting STEAM Night by RAFT--parent and student hands-on engineering & design activities Provide training/workshops to parents/guardians to support and encourage their participation in different school and district advisory groups. Encourage and support parents/guardians to become educational partners with the schools and advocate for their students' needs. Parents from all school sites are represented in the district LCAP Committee where the parents of students with disabilities are also included, DELAC/ELAC, SSC, Coffee with the principals and Coffee with the Superintendents. At least three informational meetings will be provided to parents of		

Action #	Title	Description	Total Funds	Contributing
		students who are English Learners to understand the reclassification criteria, understanding the ELPAC assessment results, and inform parents how the district supports students academically to have access to grade-level content. School sites will meet annually with parents of students who are at risk of becoming Long Term English Learners and students who have been identified as Long Term. Continue Early Literacy workshops for parents facilitated by the Reading Intervention teachers with the program. The program will meet quarterly with targeted families to review, explain and model the intervention supports that they are providing to their students. The Reading Intervention teachers will also facilitate the Latino Literacy Project Program to TK-5 parents/guardians for 10 weeks to support TK- 5 families with different ways to support children at home with literacy. The participants will receive books to keep at home to read with their children and also make family albums. Family Case Managers and Counselors will continue to provide workshops and events for parents on Social Emotional Learning, reinforcing positive behavior expectations, and cultural awareness.		
3.6	Parent Engagement	*Provide translation of documents to support communication to speakers of languages other than English	$51,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,173,009	$124,933

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
27.372%	0.000%	$0.00	27.372%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Membership Dues **Need:** Academic Acceleration and English Language Acquisition (According to the CA Dashboard, our English Learners are in red performance colors for both English Language Arts and in Math.)	In the 90:10 dual language immersion (DLI) model, the target language is used in kindergarten for 90% of the instructional time and English is used for 10%. At each grade level, the amount of instruction in English rises by 10%, as per the charts, below, and is considered a "sequential literacy" model , as literacy in the target language is developed before moving on to formally developing literacy in English.	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.2	**Action:** Intervention Support During the School Day **Need:** Academic Achievement **Scope:** LEA-wide	To support unduplicated students and Special Education students to be successful in mainstream classrooms by having the paraprofessionals support with English Learners, Foster Youth, Low-Income students, and Special Education students. This support will facilitate these students being supported within their classroom setting and provide access to the core curriculum. High dosage tutoring can be beneficial for these subgroups especially for English Learners by allowing more one on one and small group interactions during tutoring where the students will receive more individualized attention to understand students' area of need. Tutoring will support with grammar, vocabulary, reading comprehension, and speaking fluency as well as speaking, listening, reading, and writing in English. English Learners will receive the focused attention and targeted instruction they need to succeed in acquiring English language skills.	iReady Reading and Math Data
1.4	**Action:** Building teacher and administrative efficacy **Need:** To accelerate student learning and improve student outcome (English Learners and Low Income students have orange performance color on the CA Dashboard.)	Teachers will be able to address the needs of the English Learners as the teachers learn to plan to implement impactful and high-leverage instructional practices and strategies. Administrators will be aware of the instructional practices to improve student outcomes for English Learners. This action will also support the English Learners and Socioeconomically disadvantaged students by decreasing suspensions and absences and increasing attendance as these student subgroups	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	have orange performance color on the CA Dashboard. Restorative justice can be especially advantageous for English learners as it emphasizes open dialogue and communication. This approach offers English learners valuable chances to practice their language skills in a supportive setting. Participating in discussions about the impact of actions, expressing emotions, and understanding different perspectives can enhance their English proficiency. Restorative justice also incorporates cultural sensitivity and inclusivity, respecting diverse cultural backgrounds and communication styles. This fosters a more welcoming environment for English learners who are navigating cultural differences while acquiring the language. Additionally, the process provides personalized support and guidance, which is beneficial for English learners who may need extra help in understanding procedures or expressing themselves effectively.	
1.5	**Action:** Supplemental Instructional Apps and Technology Support **Need:** Student achievement and student engagement **Scope:** LEA-wide	These software programs will support English Learners by offering a wealth of targeted resources to help them practice key speaking, listening, reading, and writing skills. The programs provide interactive exercises, including games, quizzes, and simulations, that actively engage students and make learning English enjoyable. This personalized approach allows English Learners to progress at their own pace, focusing on areas where they need more practice. Visual aids, animations, and audio prompts enhance comprehension and retention, particularly for those who benefit from multiple modes of instruction beyond text. Additionally, the programs use gamification elements such as badges, rewards,	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and progress tracking to motivate learners and maintain their engagement.	
1.6	**Action:** Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations **Need:** Accelerate Learning **Scope:** LEA-wide	This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly with services the students need to achieve academic success. Psychologists can advocate for English Learners' needs within the educational system, ensuring they receive appropriate services, accommodations, and support to thrive academically and socially.	iReady Reading and Math Data
1.7	**Action:** Prepare Students for College and Career Readiness **Need:** MPESD data shows that our English Learners and Socioeconomically disadvantaged students experience chronic absenteeism per CA Dashboard data: EL at 25% SED at 34% Students are more likely to learn when they are in school. **Scope:**	These action items will increase student engagement and provide inclusive opportunities especially for the English Learners, Homeless, students with disabilities, Asian, Hispanic, socioeconomically disadvantaged students as they have high percentage of chronic absenteeism according to the CA Dashboard. Proving enrichment activities and elective classes will lead to improvement in student attendance rates, decrease chronic absenteeism and suspension rate which in turn will increase student academic and attendance outcomes.	iReady Reading and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Purchase and Implementation of i-Ready **Need:** Academic Acceleration **Scope:** LEA-wide	English Learners will benefit from using iReady as it provides differentiated instruction through personalized learning paths based on diagnostic assessments. This approach ensures that English Learners receive targeted instruction aligned with their current language proficiency level, addressing specific language needs and filling gaps. The program includes lessons on English grammar and language structure, essential for English Learners. iReady supports language development with activities focused on vocabulary development, reading comprehension, and grammar skills, which are crucial for improving English language proficiency. It also incorporates culturally relevant and diverse texts and materials, reflecting different cultures and experiences. This engagement can enhance motivation and learning outcomes for English Learners. iReady tracks students' progress over time, enabling teachers to identify areas where English Learners need additional support and adjust instruction accordingly. The program includes visual aids, audio support, and interactive elements, which help English Learners understand content more effectively, especially when facing language barriers. MPESD will continue to provide teacher support with data and reports on all students, including English Learners, helping teachers make informed decisions about instructional strategies and interventions. iReady serves as a valuable tool for English Learners by offering tailored instruction, supporting language development, and equipping	iReady Reading and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers with the resources needed to meet the diverse needs of their students.	
1.9	**Action:** K-2 Screener **Need:** Academic Acceleration **Scope:** LEA-wide	Unduplicated students—such as English learners, foster youth, and students from low-income households—often face additional barriers to early literacy development. mCLASS DIBELS provides timely, actionable data that helps educators identify reading gaps early and differentiate instruction based on each student's specific needs. This early identification is especially critical for unduplicated students, ensuring targeted support and equitable access to the foundational skills that are essential for long-term academic success.	iReady Reading Data
2.1	**Action:** Strategic Teacher Retention to Support Equity and Instructional Continuity **Need:** Academic Acceleration (Per CA Dashboard, MPESD has red performance colors in ELA and Math for English Learners and red performance color for math for Low Income students.) **Scope:** LEA-wide	MPESD remains committed to delivering high-quality education and strengthening support for diverse learners by implementing strategies to retain teachers in a highly competitive economic environment. These efforts are designed to supplement base programs by providing targeted supports that enhance equity and continuity in instruction—particularly for English Learners, Foster Youth, Homeless, and Low-Income students. Retaining a stable, experienced teaching force directly supports these student groups by fostering consistent access to rigorous, responsive instruction that meets their unique needs. These efforts go beyond what is provided through base program funding and are specifically designed to address the unique needs of unduplicated students.	iReady Reading and Math, CAASPP, and ELPAC
2.2	**Action:** Support teachers new to the teaching	Teachers who can provide quality daily instruction that provides access to grade-level standards and	iReady Reading and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	profession. **Need:** Accelerate Student Learning **Scope:** LEA-wide	differentiating instructional practices can support students' academic growth. Proficiency in reading is foundational for academic success across all subjects. Interventions that strengthen reading skills enable English Learners to better comprehend and engage with content in other subjects taught in English. English Learners often need targeted instruction that addresses their specific language acquisition needs. Intensive reading interventions are designed to provide focused support, helping English Learners improve their reading skills in English. Mentorship provides new teachers with the knowledge, skills, and confidence needed to effectively support English Learners in their classrooms, ultimately leading to improved academic outcomes for the English Learners. The SVMI support will equip the teachers to analyze student work to identify patterns of understanding, misconceptions, and areas where English Learners may struggle. This analysis helps in understanding the specific needs of students and informs instructional decisions. The teachers can use formative assessment strategies to check for understanding, provide timely feedback, and modify instructional strategies to better meet the needs of English Learners.	
2.3	**Action:** Supplemental materials to Support Core Instruction **Need:**	Providing supplemental curriculum and additional resources will accelerate the language acquisition process for English Learners. English Learners will benefit from additional support in acquiring English language skills. Supplemental curriculum is specifically designed to address their language needs and it will help English Learners grasp	iReady Reading and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Accelerate Learning **Scope:** LEA-wide	English more effectively and rapidly. Having hard copies of curriculum materials ensures equitable access, supports various learning styles, facilitates home learning, and enhances comprehension for English Learners, making the educational experience more inclusive and effective. By providing hard copies, all students, regardless of their access to technology, can engage with the curriculum. This approach caters to different learning preferences and allows students to study at home without the need for digital devices, ensuring that everyone has the opportunity to succeed academically.	
3.1	**Action:** Provide Support to Families of Most Vulnerable Student Subgroups **Need:** Decrease chronic absenteeism **Scope:** LEA-wide	FCM will provide support and resources to our most vulnerable students such as English Learners, foster, and low income students to ensure they have the essentials such as school supplies, food, school transportation, and other life essentials to enable students to engage in school and improve academic success and attendance. Learning a new language can be challenging often causing emotional stress or anxiety. Counselors provide emotional support and guidance, helping English Learners and other learners navigate these feelings effectively.	Chronic Absenteeism
3.2	**Action:** Improve Student Engagement and Attendance **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.3	**Action:** Improve School Climate **Need:** Improve Attendance and Engagement (Per CA Dashboard, English Learners and low income students have red performance color for chronic absenteeism.) **Scope:** LEA-wide	Having the libraries offer a wide range of books covering various genres, topics, and difficulty levels will allow English learners to explore different writing styles, vocabulary, and subject matter, which can enrich their language skills. Reading regularly is essential for improving vocabulary, comprehension, and reading fluency. Library books provide ample opportunities for learners to practice reading in English, helping them become more proficient over time.	Attendance Rate
3.4	**Action:** Improve School Climate **Need:** **Scope:** LEA-wide		
3.5	**Action:** Parent Engagement **Need:** Parent Engagement for student academic acceleration	Parents bring valuable cultural and linguistic knowledge that can significantly enrich the educational experience of English Learners. They play a crucial role in bridging any cultural gaps between home and school, ensuring their children feel supported and understood in both environments. Engaged parents advocate for their children's needs within the school system,	Student, Staff, and Parent (LCAP) Survey, Attendance Rate, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	ensuring they receive appropriate support and resources to succeed academically. When English Learners know that their parents are actively interested and involved in their education, it can boost their confidence and motivation to excel in school. Additionally, parents of English Learners become familiar with reclassification criteria and ELPAC assessment results, as well as district supports available to their children. This understanding empowers parents to actively participate in educational decisions and interventions that benefit their children's language development and academic progress.	
3.6	**Action:** Parent Engagement **Need:** Parent Engagement for Educational Support **Scope:** LEA-wide	Access to technology is crucial for parents of English learners as it facilitates various forms of educational support and communication with schools. It enables parents to access language assistance resources, assist with homework digitally, and develop digital literacy skills. Additionally, technology supports parents in engaging with the school community, staying informed about their child's academic progress, and participating in educational activities.These resources empower parents to actively engage in their child's education, providing them with tools to support learning at home and collaborate effectively with teachers. This active involvement contributes significantly to their child's academic success by fostering a supportive home learning environment that complements classroom instruction. Ensuring access to technology for parents of English learners is essential for promoting educational equity and enhancing overall family engagement in education.	Student, Staff, and Parent (LCAP) Survey and iReady Reading and Math Data

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

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.

N/A

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.

MPESD has all schools exceeding the 55 percent threshold of foster youth, English learners (EL), and low-income students. The additional concentration grant add-on funding will be strategically utilized to increase the staff providing direct services to students at these schools (Goal 1, Action 2/Goal 2, Action 1), especially the already robust English Language Development (ELD) program, providing additional tutoring support and investing in additional technological assistive devices and software for translation support (Goal 1, Action 5). Professional development for teachers and staff will be expanded to include ongoing training on best practices for supporting EL students. (Goal 1, Action 4) The instructional coaches will be dedicated to support the teachers in English Language Arts and Designated and Integrated English Language Development (ELD) (Goal 2, Action 2). District-wide, all Title 1 schools will benefit from specific actions outlined in each site's School Plan for Student Achievement (SPSA) to support low-income and educationally disadvantaged students. The district office will provide additional resources and training for foster youth liaisons (Goal 3, Action 1). These comprehensive strategies, already above and beyond what is provided at schools with lower concentrations, will ensure that students will receive the necessary support to succeed academically and personally. Regular assessments and feedback mechanisms will be used to monitor the effectiveness of these initiatives and assessments and feedback mechanisms will be used to monitor the effectiveness of these initiatives and make necessary adjustments.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	August Boeger Middle School 1:33, Mt. Pleasant Elementary 1:29, Robert Sanders Elementary 1:29, Valle Vista Elementary 1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	August Boeger Middle School 1:16, Mt. Pleasant Elementary 1:17, Robert Sanders Elementary 1:18, Valle Vista Elementary 1:23

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,285,449	1,173,009	27.372%	0.000%	27.372%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,173,009.00	$728,786.00	$185,112.00	$0.00	$2,086,907.00	$1,622,412.00	$464,495.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Membership Dues	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Academy IJAVV: 6-8 and MPIJA: TK-5	2025-2026	$0.00	$7,200.00	$7,200.00				$7,200.00	
1	1.2	Intervention Support During the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$189,686.00	$0.00	$189,686.00				$189,686.00	
1	1.3	Extended Learning Support Beyond the Regular School Day	All	No			All Schools	2025-2026	$600,961.00	$8,000.00		$600,961.00	$8,000.00		$608,961.00	
1	1.4	Building teacher and administrative efficacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$2,000.00	$27,000.00	$3,000.00	$26,000.00			$29,000.00	
1	1.5	Supplemental Instructional Apps and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$500.00	$45,000.00	$45,500.00				$45,500.00	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$117,517.00	$0.00	$117,517.00				$117,517.00	
1	1.7	Prepare Students for College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$175,732.00	$175,732.00	$0.00			$175,732.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Purchase and Implementation of i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$0.00	$28,500.00	$17,100.00	$11,400.00			$28,500.00	
1	1.9	K-2 Screener	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,392.00	$767.00	$2,625.00			$3,392.00	
2	2.1	Strategic Teacher Retention to Support Equity and Instructional Continuity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$345,949.00	$0.00	$345,949.00				$345,949.00	
2	2.2	Support teachers new to the teaching profession.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$256,950.00	$13,000.00	$79,838.00	$13,000.00	$177,112.00		$269,950.00	
2	2.3	Supplemental materials to Support Core Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$30,431.00	$10,431.00	$20,000.00			$30,431.00	
2	2.4	Designated and Integrated ELD Curriculum and ELD professional development for teachers for EL and LTEL	All	No			All Schools	2025-2026	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$32,459.00	$0.00	$32,459.00				$32,459.00	
3	3.2	Improve Student Engagement and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$8,000.00	$8,000.00				$8,000.00	
3	3.3	Improve School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$74,790.00	$0.00	$74,790.00				$74,790.00	
3	3.4	Improve School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Middle School 6-8	2025-2026	$0.00	$58,240.00	$13,440.00	$44,800.00			$58,240.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$600.00	$0.00	$600.00				$600.00	
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,000.00	$50,000.00	$51,000.00				$51,000.00	

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
4,285,449	1,173,009	27.372%	0.000%	27.372%	$1,173,009.00	0.000%	27.372 %	**Total:**	$1,173,009.00
								LEA-wide Total:	$1,165,809.00
								Limited Total:	$0.00
								Schoolwide Total:	$15,200.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Membership Dues	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Academy IJAVV: 6-8 and MPIJA: TK-5	$7,200.00	
1	**1.2**	Intervention Support During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$189,686.00	
1	**1.4**	Building teacher and administrative efficacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.5**	Supplemental Instructional Apps and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,500.00	
1	**1.6**	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,517.00	
1	**1.7**	Prepare Students for College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,732.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Purchase and Implementation of i-Ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,100.00	
1	1.9	K-2 Screener	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$767.00	
2	2.1	Strategic Teacher Retention to Support Equity and Instructional Continuity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,949.00	
2	2.2	Support teachers new to the teaching profession.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,838.00	
2	2.3	Supplemental materials to Support Core Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,431.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,459.00	
3	3.2	Improve Student Engagement and Attendance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
3	3.3	Improve School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,790.00	
3	3.4	Improve School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ida Jew Middle School 6-8	$13,440.00	
3	3.5	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600.00	
3	3.6	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,501,504.00	$1,501,504.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	AVID Implementation and Professional Development	Yes	$7,200	7200
1	**1.2**	Intervention Support During the School Day	Yes	$233,886	233886
1	**1.3**	Extended Learning Support Beyond the Regular School Day	No	$535,000	535000
1	**1.4**	Building teacher and administrative efficacy	Yes	$3,000	3000
1	**1.5**	Supplemental Instructional Apps and Technology Support	Yes	$1,500	1500
1	**1.6**	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	$122,392	122392
1	**1.7**	Prepare Students for College and Career Readiness	Yes	$231,232	231232
1	**1.8**	Purchase and Implementation of i-Ready	Yes	$10,000	10000
2	**2.1**	Hire new teachers for class size reduction	Yes	$4,840	4840

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Support teachers new to the teaching profession.		$2,000	2000
2	2.3	Internet access and technology Devices	Yes	0	0
2	2.4	Safe School Facilities	Yes	0	0
2	2.5	Supplemental materials to Support Core Instruction	Yes	$21,600	21600
2	2.6	Classroom office supplies	No	$10,000	10000
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	$75,910	75910
3	3.2	Improve Student Engagement and Attendance	Yes	$91,281	91281
3	3.3	Improve School Climate	Yes	$129,703	129703
3	3.4	Parent Engagement	Yes	$2,000	2000
3	3.5	Parent Engagement	Yes	$19,960	19960
3	3.6	Parent Engagement	Yes		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,090,839	$882,504.00	$1,090,839.00	($208,335.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID Implementation and Professional Development	Yes	$7,200	$7,200		
1	1.2	Intervention Support During the School Day	Yes	$233,886	$233,886		
1	1.4	Building teacher and administrative efficacy	Yes	$3,000	$3,000		
1	1.5	Supplemental Instructional Apps and Technology Support	Yes	$1,500	$1,500		
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	$122,392	$122,392		
1	1.7	Prepare Students for College and Career Readiness	Yes	$231,232	$231,232		
1	1.8	Purchase and Implementation of i-Ready	Yes	$10,000	$10,000		
2	2.1	Hire new teachers for class size reduction	Yes	$4,840	$213,175		
2	2.3	Internet access and technology Devices	Yes	0			
2	2.4	Safe School Facilities	Yes	0			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Supplemental materials to Support Core Instruction	Yes	$1,600	$1,600		
3	**3.1**	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	$75,910	$75,910		
3	**3.2**	Improve Student Engagement and Attendance	Yes	$91,281	$91,281		
3	**3.3**	Improve School Climate	Yes	$79,703	$79,703		
3	**3.4**	Parent Engagement	Yes	0			
3	**3.5**	Parent Engagement	Yes	$19,960	$19,960		
3	**3.6**	Parent Engagement	Yes	0			

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)
$4,363,575	$1,090,839	0	24.999%	$1,090,839.00	0.000%	24.999%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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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