

# **East Palo Alto Academy**

2015-16

## **Local Control Accountability Plan**

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Karen Drachler, Stanford New Schools  
Sofia Hibbs, East Palo Alto Academy

## Introduction

East Palo Alto Academy (EPAA) annually serves up to 320 9th to 12th grade students. We anticipate growth to 330 students over the next three years

Total Enrollment 2014-15	EPAA 283	DISTRICT 8,538
Eligible for free or reduced lunch	78%	34%
Primary language other than English	85%	36%
Students with Disabilities	1%	14%
Hispanic/Latino	81%	45%
African-American	9%	3%
Samoan & Other Pacific Islander	7%	3%
Asian Indian	2%	8%
White	1%	36%

This has been a year of change, with EPAA having become a dependent charter of Sequoia Union High School District.

A new principal will serve this coming school year as well. She is not new to the community EPAA serves, having been in education in East Palo Alto for over a decade. This year also welcomes the addition of Art, Spanish, and Social Studies classes and teachers, adding to our A-G Course offerings.

This past year also marks the awarding of a supplemental concentration grant. The student population of EPAA, as well as the population of the community where the school is located possesses one of the highest free and reduced lunch rates in the state. The recognition that EPAA serves this community has allowed the charter school to increase the amount of money and services spent per pupil.

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

#### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each school-site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>2014-15 was a major change year for EPAA. The charter school became a dependent charter of Sequoia Union HS District and the 2014-15 LCAP was rolled out for the first time. In the Spring 2015, several check in meetings and stakeholder engagements occurred, with the purpose of amending the current 2014-15 LCAP, but also as an important and significant check in regarding the status of the current LCAP and next steps for the following year. The feedback obtained at Charter Advisory Board meetings (involving parents and local organizations), Stanford New Schools Board meetings, SUHSD Board meetings, and conversations with a newly hired principal and administrative support staff for the school, was to ensure a focus on student achievement, A-G and graduation rates, and an aligned master schedule. Additional Spring meetings with our Parent organizations and Student Council took into consideration the concerns and priorities of families and students directly. This feedback is incorporated into this years' LCAP. Through community meetings we also learned the degree of understanding of LCFF and LCAP from our site administrators and noted what we needed to improve for 2015-16. Working closely with a new school district, SUHSD created a 14-15 LCAP Annual Update Report and used it to inform additional stakeholders what had been accomplished.</p>	<p>We realigned the 2015-16 LCAP goals to focus on whole students, the master schedule, curriculum alignment and an increase student support service network. This includes Parent Engagement. This past year, our parents were not only more involved in our LCAP planning process, but the parents also told the school the ways in which they would be involved. Parents began raising funds for the school and have increased the number of parents attending Cafecitos and PGTA meetings. As a result of the process we used this year, we managed to have "meaningful engagement" with our stakeholders, especially our parents and students. We also learned we need to include parent workshops. After discussing LCAP goals with families, EPAA recognizes and has specifically heard the needs of the community.</p>
<p>Annual Update: After losing our principal and the creator of the 14-15 LCAP, mid-year, several new staff members stepped into leadership positions, were hired, and worked to educate first themselves, then others in the community, about the current LCAP. Additionally, mid-way through the 14-15 year, EPAA received the supplemental concentration grant funding, enabling a thorough look at the current LCAP, proposing and approving an amended LCAP, and diving into discussions regarding the 2015-16 LCAP. Through the additional school funds and the amended LCAP process, EPAA was able to engage stakeholders, the school board, the SUHSD, and all other interested parties regarding the LCAP functions of the current year and the plans for next year. These plans are now what comprise the 2015-16 LCAP.</p>	<p>Annual Update: We received input on our annual progress and LCAP goals from all of our stakeholders throughout the school year, most specifically regarding the LCAP in the spring. Data from these meetings was then used to identify areas of need and draft the 15-16 LCAP. From these meetings, we specifically learned that our stakeholders believed all our goals to be of import, and this validated our efforts. We also learned, however, that we must try to align services and fully staff our school, to add course offerings. These specific interventions will help EPAA achieve a vast majority of its quantitative goals, outlined in the LCAP.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

<b>GOAL 1:</b>	Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase teachers who represent demographically the communities we serve.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
<b>Identified Need:</b>	Sustain the current level of fully credentialed and appropriately assigned employees as well as the number of highly qualified teachers under NCLB and increase the number of staff who reflects the diversity of the EPAA population.		
<b>Goal Applies to:</b>	Schools: All		
	Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<input checked="" type="checkbox"/> Maintain 100% highly qualified teachers in the District. <input checked="" type="checkbox"/> Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Review and revise recruiting and hiring practices, policies and/or procedures: Establish retention baselines of highly qualified teachers of diverse backgrounds. Align practices District-wide.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop a plan to identify and expand the number of agencies we partner with for teacher recruitment such as: state universities, county office of education, and/or other institutions that produce highly qualified teachers of diverse populations.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Research and identify 1-2 recruitment opportunities and begin recruitment efforts locally. Expand statewide if necessary. Example: <input checked="" type="checkbox"/> Teacher Recruitment Fairs <input checked="" type="checkbox"/> Career/Job Fairs	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 (GF - Advertising, Travel, Release Time, Admin. Time)

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Maintain 100% highly qualified teachers in the District. <input checked="" type="checkbox"/> Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue the recruiting practices identified/established in 2015-16. Research recruitment opportunities and increase recruitment efforts to other parts of the state, if needed.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 (GF - Advertising, Travel, Release Time, Admin. Time)

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Maintain 100% highly qualified teachers in the District. <input checked="" type="checkbox"/> Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue the recruiting practices identified/established in 2015-16 and/or 2016-17. Research recruitment opportunities and increase recruitment efforts to other states, if needed.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 (GF - Advertising, Travel, Release Time, Admin. Time)

<b>GOAL 2:</b>	2a) Convene school-based curriculum committees to design curriculum aligned to CCSS and NGSS, implement literacy standards across all subject area and integrate standards specific to meeting the needs of English Learners and students with learning differences. 2b) Integrate collaborative planning time in the school's master schedule.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need:** The adoption of the Common Core requires revisiting curriculum maps and instructional design. A significant number of students score below proficient on external measures of academic knowledge and skill.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

- Implement Mathematics II, 11th and 12th grade CCSS standards. ELD standards in content areas.
- Implement 2-3 more literacy standards in other subject areas.
- Integrate ELD standards into CC English Units.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Mathematics II. Use preparation periods and department time as provided to align curriculum. An English Language Coach and English teachers align curriculum during common preparation period. Math 1 Support and English 1 support classes will be offered this year.	LEA-wide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)
An English Language Development coach provides instructional and curricular support to all teachers (language development/ acquisition to support English Language proficiency).	LEA-wide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- 100% of Math teachers will implement CCSS Units
- 100% of ELA teachers will implement CCSS Units
- ELD teachers will develop ELD standards aligned lessons/units

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Purchase Mathematics III. Use preparation periods and department time as provided to align curriculum. An English Language Coach and English teachers align curriculum during common preparation period. Math 1 Support and English 1 support classes will continue.</p>	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)
<p>ELD coach provides instructional and curricular support to all teachers (language development/ acquisition to support EL proficiency).</p>	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><input checked="" type="checkbox"/> 100% of Math teachers will implement CCSS Units  <input checked="" type="checkbox"/> 100% of ELA teachers will implement CCSS Units  <input checked="" type="checkbox"/> ELD teachers will develop ELD standards aligned lessons/units</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Continue to identify, adopt and/or secure materials for subject area/grade level as needed (as implementation of CCSS continues).</p>	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)
<p>ELD coach provides instructional and curricular support to all teachers (language development/ acquisition to support EL proficiency).</p>	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (GF - personnel, instructional materials + textbooks)



<b>GOAL 3:</b>	Promote and increase school and community connectedness by providing quality site-wide parent engagement and education opportunities.	Related State and/or Local Priorities: 1_ 2_ 3_ <u>X</u> 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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**Identified Need:** Academic support and intervention need to reflect the priorities of our student community.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

- Maintain and grow parent committees.
- Increase parent attendance and representation of all ethnic groups mirrored in our school’s demographics at meetings and serving on school committees.
- Continue to provide parent education and informational sessions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Using staff members who reflect the demographics of the community to recruit families to participate in parent committees and volunteer opportunities.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$15,000 (GF - Personnel, Materials & Supplies)
Build leadership among parents currently involved in one-site committees and use their expertise and knowledge of the community to help recruit more parents.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$10,000 (GF - Personnel)

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- Maintain and grow parent committees.
- Increase parent attendance and representation of all ethnic groups mirrored in our school’s demographics at meetings and serving on school committees.
- Continue to provide parent education and informational sessions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Using staff members who reflect the demographics of the community, continue to recruit families to participate in parent committees and volunteer opportunities.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$15,750 (GF - Personnel, Materials &amp; Supplies)</p>
<p>Continue to build leadership among parents currently involved in one-site committees and use their expertise and knowledge of the community to help recruit more parents.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$10,500 (GF - Personnel)</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><input checked="" type="checkbox"/> Maintain and grow parent committees.  <input checked="" type="checkbox"/> Continue parent attendance and representation of all ethnic groups mirrored in our school's demographics at meetings and serving on school committees.  <input checked="" type="checkbox"/> Continue to provide parent education and informational sessions.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Maintain attendance of families representing all ethnic groups to participate in parent committees and volunteer opportunities.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$16,538 (GF - Personnel, Materials &amp; Supplies)</p>
<p>Maintain the level of leadership among parents currently involved in one-site committees and use their expertise and knowledge of the community to help recruit more parents.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$11,025 (GF - Personnel)</p>

<p>GOAL 4:</p>	<p>4a) Increase the level of 4-year college applications and acceptances. 4b) Increase UC/CSU A-G eligibility rate (including support for long-term English language learners).</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4_ <u>X</u> 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____</p>	
<p>Identified Need:</p>	<p>Student focus on applying to and seeking funding for four-year schools has increased but needs further improvement. The current A-G requirement rates for graduating seniors is 18%. Some alumni have reported that they have felt under-prepared for the demands of college and the level of independence that comes with it.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: ALL with an emphasis on unduplicated groups</p>	
<p><b>LCAP Year 1: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><input checked="" type="checkbox"/> Increase the A-G completion rate for all students each year. <input checked="" type="checkbox"/> Increase the percentage of seniors submitting applications to 4-year colleges. <input checked="" type="checkbox"/> Increase the percentage of seniors accepted to 4-year colleges. <input checked="" type="checkbox"/> Offer full A-G courses. <input checked="" type="checkbox"/> Increase the percentage of long-term English language learners who become proficient.</p>		
<p><b>Actions/Services</b></p> <p>Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A-G subject area courses. Increase target student groups' awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.</p>	<p>Scope of Service</p> <p>LEA-wide</p>	<p><b>Pupils to be served within identified scope of service</b></p> <p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Budgeted Expenditures</p> <p>\$300,000 (GF -Personnel)</p>
<p>Site-based Activities:</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>\$5,000 (GF -</p>

<p><input checked="" type="checkbox"/> Continue to develop a plan of action to increase target student groups' awareness of "A-G" and the value of meeting these requirements.</p> <p><input checked="" type="checkbox"/> Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits).</p> <p><input checked="" type="checkbox"/> Provide credit recovery for students in need of making up Ds in A-G courses.</p>		<p>OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>Personnel, In-Kind from Stanford New Schools)</p>
<p>Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College etc.                  Open Early College program enrollment to all potential students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 (GF - Personnel, materials and supplies)</p>
<p>Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work as well as push in support for students.                  Offer small class size, including Instructional Aide support and Americorps academic support.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$50,000 (GF - Personnel)</p>
<p>Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Guidance Counselor and College Counselor.                  Continue to offer Academic Field Trips for 11<sup>th</sup> and 12<sup>th</sup> grade students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	<p>\$100,000 (GF - Personnel)</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><input checked="" type="checkbox"/> Increase the A-G completion rate for all students each year.</p> <p><input checked="" type="checkbox"/> Increase the percentage of seniors submitting applications to 4-year colleges.</p> <p><input checked="" type="checkbox"/> Increase the percentage of seniors accepted to 4-year colleges.</p> <p><input checked="" type="checkbox"/> Offer full A-G courses</p> <p><input checked="" type="checkbox"/> Increase the percentage of long-term English language learners who become proficient.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Continue to align graduation requirements with</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>\$300,000 (GF</p>

<p>courses that meet A-G subject area courses, as needed. Ensure master schedule is inclusive of A-G courses and fully staff.</p>		<p>OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>-Personnel)</p>
<p>Continue to enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College etc. Continue to offer Early College program enrollment to all potential students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$5,000 (GF – Personnel, In-Kind from Stanford New Schools)</p>
<p>Continue to offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work as well as push in support for students. Continue to offer small class size, including Instructional Aide support and Americorps academic support.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$50,000 (GF –Personnel)</p>
<p>Continue to: <input checked="" type="checkbox"/> Track and monitors student progress in A-G courses; <input checked="" type="checkbox"/> Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); <input checked="" type="checkbox"/> Offer credit recovery to students in need of making up Ds in A-G courses.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$15,000 (GF - Personnel, materials and supplies)</p>
<p>Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor. Continue to offer Academic Field Trips for 11<sup>th</sup> and 12<sup>th</sup> grade students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$100,000 (GF - Personnel)</p>

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maintain or increase the A-G completion rate for all students each year.</li> <li><input checked="" type="checkbox"/> Maintain or increase the percentage of seniors submitting applications to 4-year colleges.</li> <li><input checked="" type="checkbox"/> Maintain or increase the percentage of seniors accepted to 4-year colleges.</li> <li><input checked="" type="checkbox"/> Ensure full A-G courses</li> <li><input checked="" type="checkbox"/> Maintain or increase the percentage of long-term English language learners who become proficient.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Continue to align graduation requirements with courses that meet A-G subject area courses, as needed.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL                      OR:                      __Low Income pupils __English Learners                      __Foster Youth __Redesignated fluent English proficient __Other                      Subgroups:(Specify)_____</p>	<p>\$300,000 (GF - Personnel)</p>
<p>Continue to enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College etc.                      Continue to offer Early College program enrollment to all potential students.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL                      OR:                      __Low Income pupils __English Learners                      __Foster Youth __Redesignated fluent English proficient __Other                      Subgroups:(Specify)_____</p>	<p>\$5,000 (GF – Personnel, In-Kind from Stanford New Schools)</p>
<p>Continue to offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work as well as push in support for students.                      Continue to offer small class size, including Instructional Aide support and Americorps academic support.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL                      OR:                      __Low Income pupils __English Learners                      __Foster Youth __Redesignated fluent English proficient __Other                      Subgroups:(Specify)_____</p>	<p>\$50,000 (GF - Personnel)</p>
<p>Continue to:  <input checked="" type="checkbox"/> Track and monitors student progress in A-G courses;  <input checked="" type="checkbox"/> Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits);  <input checked="" type="checkbox"/> Offer credit recovery to students in need of making up Ds in A-G courses.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL                      OR:                      __Low Income pupils __English Learners                      __Foster Youth __Redesignated fluent English proficient __Other                      Subgroups:(Specify)_____</p>	<p>\$15,000 (GF - Personnel, materials and supplies)</p>
<p>Continue to fund College Counselor and College &amp;</p>	<p>LEA-wide</p>	<p><u> X </u> ALL</p>	<p>\$100,000 (GF</p>

Career Advisors at school site.  
Continue to offer Academic Field Trips for 11<sup>th</sup> and 12<sup>th</sup> grade students.

OR:  
\_Low Income pupils \_English Learners  
\_Foster Youth \_Redesignated fluent English  
proficient \_Other  
Subgroups:(Specify)\_\_\_\_\_

- Personnel)

<b>GOAL 5:</b>	Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student subgroups.	Related State and/or Local Priorities: 1_ 2_ 3_ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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Identified Need:	Teachers report students have low academic confidence and stamina. Current drop out rate is 4.2%.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Reduce student drop out number to no more than 5 students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify highest risk students at the start of the school year, mobilizing advisors, pupil support, teachers, and administration to evolve individual plans and communicate with families. Utilize Americorps staff to help work with individual students before, during, and after school.	LEA-wide	<u>X</u> ALL  OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$80,000 (GF - Personnel)
Fully utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucile Packard Children’s Health Services. Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents.	LEA-wide	<u>X</u> ALL  OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$50,000 (GF - Personnel, In-Kind from Stanford New Schools)

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Maintain student drop out number to no more than 5 students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Utilize Americorps staff to help work with individual students before, during, and after school.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$80,000 (GF - Personnel)</p>
<p>Fully utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucile Packard Children’s Health Services. Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$50,000 (GF – Personnel, In-Kind from Stanford New Schools)</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain student drop out number to no more than 5 students.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Utilize Americorps staff to help work with individual students before, during, and after school.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$80,000 (GF - Personnel)</p>
<p>Fully utilize wrap-around services provided by Stanford University to EPAA students, including support from Lucile Packard Children’s Health Services. Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$50,000 (GF – Personnel, In-Kind from Stanford New Schools)</p>

<b>GOAL 6:</b>	6a) Reduce and then maintain the number of suspensions every year with the implementation of a restorative justice practice. 6b) Increase the Average Daily Attendance rate	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ <u>X</u> 6_ <u>X</u> 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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**Identified Need:** While suspension rate has declined, many students are being suspended for low-level infractions. Current suspension rate is 29 students, with 2 expulsions.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**  Decrease suspension rate directly through implementation of restorative justice practice.  
 Increase attendance rate to 93%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evolve support programs (Restorative Justice) to reduce suspensions. Fund and maintain programs (e.g. mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$60,000 (GF - Personnel, Professional Development, Materials and Supplies)
Continue support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk. Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$100,000 (GF - Personnel)
Implement Restorative Justice Class and train 5 - 6 staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$50,000 (GF - Personnel)

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Decrease suspension rate directly through implementation of restorative justice practice. <input checked="" type="checkbox"/> Maintain the attendance rate at 93%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund and maintain programs (e.g. mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$60,000 (GF - Personnel, Professional Development, Materials and Supplies)
Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk. Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$100,000 (GF - Personnel)
Continue Restorative Justice Class and trainings, allowing staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$50,000 (GF - Personnel)

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Decrease suspension rate directly through implementation of restorative justice practice. <input checked="" type="checkbox"/> Maintain the attendance rate at 93%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund and maintain programs (e.g. mental health services, Restorative Justice) to reduce suspensions and implement alternatives to suspension programs at site.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$60,000 (GF - Personnel, Professional Development, Materials and Supplies)

<p>Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk. Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.</p>	LEA-wide	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	\$100,000 (GF - Personnel)
<p>Continue Restorative Justice Class and trainings, allowing staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.</p>	LEA-wide	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	\$50,000 (GF - Personnel)

<b>GOAL 7:</b>	7a) Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically. 7b) Continue work on vertically aligning advisory curriculum and train advisors in the two-year loop.	Related State and/or Local Priorities: 1_ 2_ 3_ 4 <u>X</u> 5_ 6_ 7 <u>X</u> 8 <u>X</u> COE only: 9_ 10_ Local : Specify _____
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**Identified Need:** Increase the number of freshmen who successfully complete freshmen-year courses.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**  Increase the number of freshmen who successfully complete freshmen-year courses.  
 Continue to vertically align and evolve the advisory curricula at each grade level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide built-in collaboration time during weekly staff development.  Provide ongoing professional development on differentiated instruction and the CCSS.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$200,000 (GF - Personnel)
Advisors align curricula and evolve Advisory Program during prep periods, and designated times for staff collaborations.	LEA-wide	<u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	\$100,000 (GF - Personnel)

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**  Increase the number of freshmen who successfully complete freshmen-year courses.  
 Continue to vertically align and evolve the advisory curricula at each grade level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide built-in collaboration time during weekly	LEA-wide	<u>X</u> ALL	\$200,000 (GF

<p>staff development. Provide ongoing professional development on differentiated instruction and the CCSS.</p>		<p>OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>- Personnel)</p>
<p>Advisors align curricula and evolve Advisory Program during prep periods, and designated times for staff collaborations.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$100,000 (GF - Personnel)</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><input checked="" type="checkbox"/> Increase the number of freshmen who successfully complete freshmen-year courses. <input checked="" type="checkbox"/> Continue to vertically align and evolve the advisory curricula at each grade level.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Provide built-in collaboration time during weekly staff development. Provide ongoing professional development on differentiated instruction and the CCSS.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$200,00 (GF - Personnel)</p>
<p>Advisors align curricula and evolve Advisory Program during prep periods, and designated times for staff collaborations.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>\$100,000 (GF - Personnel)</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school-sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL #1 from prior year LCAP:	a) Increase by 10 percent per year the new credentialed employees hired to reflect the ethnic diversity of the school's student body. b) Adopt and secure materials for at least one course per year in integrated Mathematics and ELA.	Related State and/or Local Priorities: 1_ <u>X</u> 2_ 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	a) 18% of newly-hired EPAA teachers will reflect diverse student population; b) EPAA will adopt and secure materials for Mathematics I; write draft ELD curriculum aligned to new ELD standards	Actual Annual Measurable Outcomes:	a) 7 new teachers were hired. 4/7 bilingual and 3/7 teachers of color. 43% of newly hired EOAA teachers reflect diverse student population. b) English: Approved addition of 3 non-fiction books. Mathematics I books purchased.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a) Recruit teachers from Stanford and local colleges to reflect the diversity of the school population. Begin recruitment efforts locally.  b) Identify the Mathematics I curriculum.  Diversify the English curriculum, including the addition of non-fiction texts.	\$10,368 (GF - Advertising, Travel, Release Time, Admin. Time)          \$9,000 (GF - Instructional materials, textbooks)	Posted positions on Edjoin and heavily relied on our new partnership with the district. We also spoke with many different members of our community. The Mathematics department chair worked on an incorporated mathematics program. EPAA rolled out a Math I curriculum. This process will be repeated next year for Math II adoption. The English department received professional development (differentiated instruction and aligning curriculum with CCS, and has used the criteria of author and content to seek out texts that reflect the experience of District students and diverse populations. School wide, several additional aligned non-fiction books were added to the District approved reading list by a Charter Advisory Board vote and have been brought into English classes.	\$1,200 (GF - Instructional materials, textbooks)



Scope of service: LEA- wide		Scope of service: LEA- wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While EPAA works hard to recruit and hire teachers that represent the student population, the school learned through last year's hiring efforts that the following characteristics are most important for hiring new teachers. 1. Highly-qualified. 2. Local. 3. Bilingual. 4. Teachers of color, if possible. The community in which EPAA is located and serves represents a very specific student and family population and teachers have reported success in teaching at the school when they are either from the geographic region or are familiar with the issues surrounding students and families from the local area. The district will have math leads both in Geometry and Algebra I to continue the CCSS implementation process. And we will continue to add fiction and non-fiction books to the English CC.
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Original GOAL #2 from prior year LCAP:	a) Convene school-based curriculum committees to design curriculum aligned to CCSS and NGSS, implement literacy standards across all subject area and integrate standards specific to meeting the needs of English Learners and students with learning differences. b) Integrate collaborative planning time in the school's master schedule.	Related State and/or Local Priorities: 1_ 2_ <u>X</u> 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Proficient or above SBAC test results.	Actual Annual Measurable Outcomes:	Master schedule reflected collaborative planning time. CELDT Test data and SBAC test data is not currently available.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Purchase Mathematics I. Use common preparation periods to align curriculum. EL Coach and English teachers align curriculum during common preparation period. ELD coach provides instructional and curricular support to all teachers.</p>	<p>\$67,472 (GF - personnel, instructional materials + textbooks)</p>	<p>Purchased CPM integrated Math I. Teachers received common prep time in grade level and content departments. ELD coach continued to provide instructional and curricular support to the majority of teachers. Monthly PD department and grade level meetings.</p>	<p>\$56,200 (GF – Personnel)</p>
<p>Scope of service: LEA- wide</p>		<p>Scope of service: LEA- wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Lessons learned this school year include: having common prep time built into the master schedule made it too challenging for us to offer a full range of classes to all students. We will therefore offer collaborative planning time during our weekly staff development time.  Mathematics 1 was purchased this year, as planned and Math 2 will be purchased next year, and will be added to next year’s plan.  Our ELD teacher provided one-on-one lesson planning, coaching and push in support for a vast majority of our teachers. This will also continue next year.</p>		

Original GOAL #3 from prior year LCAP:	Analyze the parent experience at EPAA and seek input around supporting student success		Related State and/or Local Priorities: 1_ 2_ 3_ <u>X</u> 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Parent surveys feedback and attendance from monthly parent meetings.	Actual Annual Measurable Outcomes:	Cafecito parent attendance was always at least 15 parents; PGTA meetings, in the evening, had slightly higher attendance rates, around 16-17 per meeting.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Schedule and increase participation in SSC and ELAC workshops. Build strong parent leadership into CAB. Schedule quarterly Focus Groups (September, December/January, March, and June). Codify a parent leadership action item at each leadership forum meeting to increase access to parent feedback throughout the year.	\$3,252 (GF - Personnel, Materials & Supplies)	We built leadership into the CAB, but attendance waned mid-way through the year. We added parents to our principal selection process. Parent meeting attendance was increased during the school year. The school conducted PTGA meetings and Cafecitos one morning a month. PTGA meetings included financial literacy programs for families and were always bilingual. Cafecitos were led by Director of Mental Health Services, who is also bilingual. Several PTGA members were invited to join the CAB monthly meetings.	\$5,000 (GF – Personnel)	
Scope of service:	LEA- wide		Scope of service:	LEA- wide
<u>X</u> ALL			<u>X</u> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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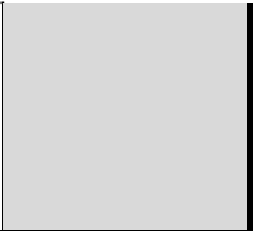
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An engaged school parental community is an important priority for EPAA. Because it is considered a neighborhood school, EPAA works with community partner organizations as well as parents and families to create a safe place for students to attend to their academics and parents to have their voices heard. Meetings are conducted at times, locations and in languages that accommodate the most number of parents per meetings. We are hopeful that as the school enrollment increases, parent participation at the school and in the school community will increase.
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Original GOAL #4 from prior year LCAP:	a) Increase the level of 4-year college applications and acceptances. Increase capacity of counseling department. b) Complete work on vertically aligning advisory curriculum and train advisors in the two-year loop.		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Increase the percentage of seniors submitting applications to 4-year colleges to 65%. Increase the percentage of seniors accepted to 4-year colleges to 74%.	Actual Annual Measurable Outcomes:	80% of seniors submitted applications to 4-year colleges. 50% of seniors were accepted to 4-year colleges.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor.  Advisors align curricula and evolve Advisory Program during common prep time, and staff professional development.	\$282,414 (GF - Personnel)  \$81,092 (GF - Personnel)	A full time guidance counselor works with students individually, as well as with advisors and outside organizations to work on creating a college pathway for each student. EPAA graduation requires are such that all students must take A-G courses. Students are guided on how to graduate on time, and apply for 4-year college. They are also guided on how to apply for college scholarships, as our students cannot afford to pay for college without assistance. Senior advisory classrooms this year focused extensively on pathway to college, as did 11 <sup>th</sup> grade advisories, newly aligned with each other this year. The 11 <sup>th</sup> grade advisories also led California college field trips, inspiring students to graduate on time and apply to 4-year universities.	\$274,000 (GF – Personnel)  \$90,000 (GF – Personnel)	
Scope of service:	LEA- wide	Scope of service:	LEA- wide	
<u>X</u> ALL		<u>X</u> ALL		

OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English  
proficient  
\_\_Other Subgroups:(Specify)\_\_\_\_\_



OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English  
proficient \_\_Other  
Subgroups:(Specify)\_\_\_\_\_



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

It has become clear that the services for students to apply for and become accepted for 4-year colleges need to increase. Starting in 9<sup>th</sup> grade, students should be on a trajectory to graduate competitively (A-G) and be prepared for attending a higher education upon graduation. The advisory program will continue to become strong forces for students to achieve these goals, as will meetings with guidance counselor and having additional assistance from outside college organizations. Additionally, Early College classes will be offered for more students, preparing them for the rigors of a 4-year university.

Original GOAL #5 from prior year LCAP:	Achieve greater than 50% of the student population reporting increased academic confidence at the end of each school year.		Related State and/or Local Priorities: 1_ 2_ 3_ 4 <input checked="" type="checkbox"/> 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Student satisfaction survey results indicate 50% increase in academic confidence.	Actual Annual Measurable Outcomes:	Students were surveyed at the end of the school year. Students indicated their overall satisfaction, which has markedly increased this year.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers and staff learn about positive psychological interventions, including Mindset during PD, and integrate tools into their practice. Students are surveyed in August, January, and June.	\$26,927 (GF - Personnel) Amended: \$53,750 (GF - MH director)	Teachers attended several PD workshops throughout the school year: Restorative Justice, Mindfulness, guidance and college readiness, and leadership. Due to increased focus on teachers and their students, EPAA students are expected to emerge more confident in their academics, across all grades.	\$23,000 (GF - Personnel)  \$53,750 (GF - Personnel)	
Scope of service:	LEA- wide		Scope of service:	LEA- wide
<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

It is extremely important to continue teacher PD. Mindfulness will become a small part of advisory, working on the social, emotional and academic well being of each student.

Restorative justice will continue, as it has already shown an increase in academics, confidence and overall student behavior as well as happiness.

Our administration found it difficult to quantify academic confidence, however, we believe that we achieved this goal due to increased student participation in school sponsored community based programs, athletics, extra-curricular activities, student leadership opportunities, field trips and other school events.



Original GOAL #6 from prior year LCAP:	Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student subgroups.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_X 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Reduce Drop-Out Rate To Hispanic/Latino 5 Pacific Islander 0 African-American 0	Actual Annual Measurable Outcomes:	Dropout rate has been reported as 4.2%
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Fully utilize wrap-around services provided by Stanford University to EPAA students.	\$129,346 (GF - Personnel) \$213,900 (In-Kind from Lucile Packard Children’s Hospital and Stanford New Schools) \$53,750 (GF – MH director) \$25,300 (GF – Bilingual IA)	Each teacher taught a different advisory cohort for the entire school year. Together, these advisories became cohesive units that worked together to improve student academics, average daily attendance, and college applications. Through the guidance and services offered by the Lucille Packard Children’s hospital, as well as the addition of a director of mental health services, students were served one on one and almost daily, to help them deal with the social, emotional, and economic factors affecting their attendance and grades in school.	\$100,000 (GF – Personnel) \$53,750 (GF – Personnel) \$21,000 (GF – Personnel)
Scope of service:	LEA- wide	Scope of service:	LEA- wide
<u>X</u> ALL		<u>X</u> ALL	

<p>OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>		<p>OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It became very clear that to help support the large number of unduplicated pupils at the school site, a director of mental health services must be hired and present on site every day. Each day a student may meet with a mental health provider, as well as receive health checks up, counseling, and one-on-one meetings, all free of charge to students. Based on the school population, it must continue to be a priority to offer students mental health, wellness, and support services as well as social inclusion, as felt by the group atmosphere of advisory cohorts developed during the school year.</p>		

<p>Original GOAL #7 from prior year LCAP:</p>	<p>Reduce number of suspensions by 10% each year for three years. Maintain zero expulsion rate by implementation of restorative justice practice.</p>	<p>Related State and/or Local Priorities:                  1_ 2_ 3_ 4_ 5_ 6_X 7_ 8_                  COE only: 9_ 10_                  Local: Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduce Suspensions To:                  Hispanic/Latina (F) 4                  Hispanic/Latino (M) 20                  African-American (F) 1                  African American (M) 1                  Pacific Islander (F) 0                  Pacific Islander (M) 1                  White (M) 0                  TOTAL: 27                   Reduce Expulsions To: 0</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Suspensions:                  Hispanic/Latina (F) 5                  Hispanic/Latino (M) 9                  African-American (F) 4                  African American (M) 2                  Pacific Islander (F) 6                  Pacific Islander (M) 3                  White (M) 0                  TOTAL: 29                   Expulsions: 2</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Implement Restorative Justice Class and train 5 - 6 staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended.</p>	<p>\$36,011 (GF - Personnel, Professional Development, Materials and Supplies)                  \$20,000 (GF - Restorative Justice facilitator)</p>	<p>A restorative justice program was led, taught to additional teachers, and implemented this school year.                  A restorative justice program was implemented every single day of the school year.</p>	<p>\$33,000 (GF - Personnel)</p>

Scope of service: LEA- wide		Scope of service: LEA- wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The restorative justice program was rolled out this year by a lead trainer, several teachers and has since become a class at EPAA. Restorative Justice practices non-punitive retribution; behavior that leads to defiance and disruption requires kids to give back to the community that they harmed, in a way that is meaningful and reflective. It also gives students the tools for more productive communication in the future. However, there have still been several egregious school violations, such as drug use, theft and violence. These behaviors result in suspensions. Two students were then expelled, per California Education Code. We believe that maintaining a goal of zero, if possible, expulsions per year can be realized. However we have learned that there are certain laws that cannot be questioned nor converted to the restorative justice program. We will continue to strive to create a learning atmosphere, where students choose to engage in legal, responsible, compassionate, behavior. This goal will be combined with goal #9 since they both reflect average daily attendance rates.</p>		

Original GOAL #8 from prior year LCAP:	a) Increase UC/CSU A-G eligibility rate. b) Increase by 5%per year the number of EPAA students eligible to participate in Early College courses.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ <u>X</u> 5_ 6_ 7_ 8_ COE only: 9_ 10_  Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase Eligible / Participating To: UC/CSU Eligible 25% Early College Participants 48% At least 75% of each graduating cohort will report that they feel well prepared for life after high school.	Actual Annual Measurable Outcomes: UC/CSU Eligible: 71.5% (35/49) Early College Participants: 37% (104/283)	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide EL coaching to Math and Science teachers to embed EL scaffolding in these subject areas instructions.	\$16,400 (GF - Personnel) \$65,000 (GF - ELD/History Teacher EL) \$34,300 (GF - Semester Intern Math/ Electives)	Additional instructional aides were hired. Also, Americorps volunteers stayed after school with students to help them with their academics. A College guidance counselor worked one-on-one with graduating seniors to help them decide if they wanted to graduate A-G ready and credit recovery was offered over the summer as well as during the school year.	\$28,000 (GF - Personnel)  \$59,000 (GF - Personnel)  \$30,500 (GF - Personnel)
Scope of service:	LEA- wide	Scope of service:	LEA- wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Much was learned about the master schedule this past school year. Additionally, three new teachers will be hired next year to help with not only offering additional core and A-G courses next year, but also giving students the ability to take as many A-G appropriate classes as they desire. There has also been identified the need to work closely with advisors and college counselors to encourage students to graduate A-G ready.

The Early College enrollment system was modified this year, and was found not to be solution to the concerns surrounding students who take Early College. After much feedback, meeting and master scheduling, the plan for next year will increase the number of students who participate in Early College because the students and his/her advisor will make the recommendation for the student to enroll/participate in the Early College program, earning college credit at the school site, as well as preparing the students for the rigor of upper level coursework.

Next year we will combine this with Goal #4, related to A-G completion, 4-year college readiness and 4 year college acceptance.

Original GOAL #9 from prior year LCAP:	a) Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically. b) Raise the school's attendance rate by at least 2%.		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5 <u>X</u> 6_ 7 <u>X</u> 8 <u>X</u> COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Increase Attendance Rate to 93.33%	Actual Annual Measurable Outcomes:	First semester attendance was 93.67%. But overall attendance was 91%.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
a) Provide built-in collaboration time and weekly staff development facilitated by PBL experts, using grand round opportunities to support practices among peers. b) Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance.	\$118,800 (GF - Personnel) \$156,795 (GF - Personnel) \$7,500 (GF - attendance clerk) \$52,400 (GF - campus aide) \$16,000 (GF - teacher led student activities)	We provided collaboration time and weekly staff development utilizing Project Based Learning. A concerted effort was made this year to focus on having each and every student in school and accounted for every school day. An attendance clerk was hired to focus on attendance as well as additional aides brought on to campus to ensure students were in class at the scheduled time.	\$81,600 (GF - Personnel) \$160,000 (GF - Personnel) \$31,000 (GF - Personnel) \$51,500 (GF - Personnel) \$14,000 (GF - Personnel)	
Scope of service:	LEA- wide		Scope of service:	LEA- wide
<u>X</u> ALL			<u>X</u> ALL	

<p>OR:          __Low Income pupils __English Learners          __Foster Youth __Redesignated fluent English          proficient          __Other Subgroups:(Specify)_____</p>		<p>OR:          __Low Income pupils __English Learners          __Foster Youth __Redesignated fluent English          proficient __Other          Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with this goal. Combine goals #4,9,10 because they are all related to attendance and, as an ADA school, are very important and part of the same focused interventions.          This past year, exhibitions, part of project based learning, have been a favorite part of students learning activities. Students are engaged in activities where they are encouraged to choose exhibition topics within a given subject matter or theme that are of interesting to them. Our exhibitions focus on STEM, Genocide and World Politics, Social Movements, and Self-Reflection and Portfolio presentation. All students participate on exhibitions, conducting research, writing papers and presenting to each other as well as the local community. These activities will continue next year.</p>		



Original GOAL #10 from prior year LCAP:	a) Increase level of student engagement by training teachers in all elements of Project Based Learning, in order to decrease dropout rates by 10%. b) Improve vertical alignment of curriculum across subject areas during common planning time.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Reduce Drop-Out Rate To: Hispanic/Latino 5 Pacific Islander 0 African-American 0	Actual Annual Measurable Outcomes:	Drop-Out Rate 4.2%
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide built-in collaboration time and weekly staff development facilitated by PBL experts, utilizing grand round opportunities to support practices with peers.	See 9a	We provided collaboration time and weekly staff development utilizing Project Based Learning.	See 9a
Scope of service:	LEA- wide	Scope of service:	LEA- wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Combine Goals #4,9,10. For an ADA school, the dropout rate is closely tied to the suspension, expulsion, and daily attendance rates. Improving upon these metrics is part of the same intervention.

Additionally, the focus for next year will be on overall support and vertical as well as horizontal alignments for teachers, as well as a balanced course-load with one prep period per day as well. Each teacher leads an advisory group as well. By having advisory cohorts, well-balanced teachers and a structured master schedule, this will help students succeed.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school-site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds</b>	<b>\$545,506</b>
<p>East Palo Alto Academy is a neighborhood ADA school. As such, it will focus its supplemental spending on programs that support student achievement. Through a group of dedicated, highly qualified teachers, a comprehensive and balanced master schedule, curricular alignment and English Language support, EPAA students are receiving the highest quality services to help them achieve in High School. EPAA offers the Early College Program, a way for students to prepare for the rigors of a post-high school education, boost up their GPAs, continue to work toward A-G achievement and earn college credit. Additional programs at EPAA are aimed at student attendance rates; from a full time attendance clerk to two campus aides, students are accounted for at all times. The addition of the Restorative Justice program, offering non-punitive options for students committing school infractions, has led to a higher student attendance rate, indicating a level of student engagement previously unseen. Additionally, creating aligned advisory cohorts has enabled to students to bond together, holding each other accountable for their actions, attendance, academic achievement, and social-emotional well being. The addition of Mental Health services on campus has been integral in increase student academic success, from increasing graduation rates, decreasing drop out rates, increasing attendance and improving student engagement. Additionally, the offering of support services through the hiring of additional teachers and instructional aides, will lead to student academic achievement; math and English support classes will be offered this year. Additionally, art and other electives will be offered, enabling students more opportunities for A-G completion. While these services are aimed at unduplicated pupils, due to the academic difficulties and low-income backgrounds of the vast majority of students, many of these services are open to all students. Thus, those who are considered unduplicated are set to receive English Language Development courses, coaches, homework support, smaller class sizes, support classes, and mental health services.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

20.86	%
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Due to the student population of EPAA, the unduplicated count reflects a few additional services that will be offered to students above what is offered to all students. However, with a low-income student population of 80%, there are first many services offered to all students to help with their academic and social/emotional needs. While the unduplicated pupils will receive additional services in the amount of \$545,506, the overwhelming majority of EPAA students are low-income, and thus will also receive the benefits of these additional services and spending. Some of these additional services include a mental health program, the ability to earn college credits through the Early College Program, the ability to recover credits throughout the school year as well as over the summer, and the ability to offer non-punitive counseling for students. The LCAP provided an opportunity to highlight some of what we do for our unduplicated students, as well as our entire student population.