

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Palo Alto Academy	Amika M. Guillaume Principal	aguillaume@seq.org 650.839.8900

Plan Summary [2021-22]

General Information

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

East Palo Alto Academy is a dependent public charter school authorized by Sequoia Union High School District in San Mateo County. Since its opening in 2001, EPAA has established itself as a high-quality public school option for the families of the East Palo Alto area. The East Palo Alto Academy Foundation (EPAAF), an education foundation dedicated entirely to EPAA and EPAA graduates, provides support for additional services, and we enjoy a special collaborative relationship with Stanford University.

2020-21: Serving approximately 364 students from the community, EPAA's demographics include 93% socio-economically disadvantaged (SED) students, 35% English Learners (EL), and 11% students with disabilities (SWD). Our ethnic composition is 87% LatinX, 6.6% African American, 4.4% Pacific Islander, 0.5% Asian, and White students comprising less than 1%. Our FRPM qualification is 84%.

As a public charter high school in the East Palo Alto area, we were founded with the intent to improve the outcomes for underserved student groups in a community where the equity gap has persisted for many years. Our mission is to prepare students for college and for the 21st-century world and workplace by enabling them to graduate with the full array of knowledge, skills, and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives. Our vision is that all students will graduate college-ready, empowered with the skills and passion to positively impact their own lives, their communities, and the global society.

Reflections: Successes

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

Local Indicators

All local indicators have consistently been “met” in the areas of Basic Conditions of Learning, Parent/Family Engagement, Local Climate Surveys, Implementation of Academic Standards, and Access to a Broad Course of Study.

SBAC English/Language Arts and Mathematics

The global health pandemic of 2020 required EPAA to rely heavily on our internal assessment to properly gauge student growth during the 2019-20 and 2020-21 academic years as state-mandated assessments were suspended. The available data on the California School Dashboard from 2019 illustrates growth in both English/Language Arts (schoolwide increase of 40.9 points; Yellow) and Mathematics (schoolwide increase of 49.4 points).

While these increases are improvements over the prior year’s Dashboard, we remain determined to systematically close the gaps to increase to levels above standard.

Dream Lab/Engineering Pathway

During these difficult months, one bright spot has been the Dream Lab team. Even with tech issues and everything going on in their lives, these students were eager to continue after-school meetings on Zoom. For the third year in a row, they designed an award-winning project, SOAR, which uses virtual reality to support adolescents on the autism spectrum with communication and emotional regulation. Then, in the fall, they hosted a distanced, outdoor, and masked YouTube workshop to teach others how to make candy launchers and celebrate a “Safe Halloween”! Now, they are prototyping their award-winning UltraDot and designing a new product to increase the usability of makerspaces.

Wraparound Services: Many of our families work in service industries and live in multigenerational/multi-family homes, so job loss and illness have been widespread. As a result, students are also worrying about where rent and food will come from. Through an updated universal mental health screener, developed in coordination with Stanford Psychiatry, we found that the majority of students are reporting increased symptoms of depression and anxiety due to sharing tight living quarters, losing the routine of going to school, and increased family responsibilities. Some students have experienced severe psychosomatic symptoms to the point of vomiting and being unable to sleep. Our Wraparound Services have filled the gap by focusing on culturally responsive, bilingual delivery of services, including: individual therapy, group therapy, connections to other mental health resources, and help with accessing safety net services. Our goals are to (1) promote student safety and resilience during this crisis, and (2) help students continue reaching for their academic and career goals. Our program has directly served 250 of our 360 students at the midpoint of this school year (in comparison to the 251 students who were served by the end of the entire previous school year), which demonstrates the increased need for mental health support. We are able to serve this number of students with a small mental health team because students have built warm and trusting relationships with our Manager of Social Services. After he conducts the initial assessment and intake, he connects them with Stanford Psychiatry interns under his supervision, as well as working closely with families on accessing additional resources.

AP English Language & Composition Track

Starting during the 2017-2018 academic year, we have challenged and supported EPAA students with an “advanced” track in our English Language Arts courses. By laying a strong foundation since their freshman year, we were able to successfully launch our first AP English course during the 2020-2021 academic year. This course joins AP Spanish Language & Culture and AP Calculus AB in our master schedule, along with two dual-enrollment Early College courses every semester.

College Persistence/Our 10-Year Promise

Over the past three years, our EPAA Foundation College Success Program has doubled in size from 45 to 104 scholars. Through support from our scholarships, counseling, and 1:1 mentorship, 83% of our EPAAF scholars are persisting in college. In this way, we are realizing our mission - that EPAA students will break the cycle of poverty and make a positive impact on their communities a reality.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

College/Career Readiness Indicator (Aligns with 2021-22 LCAP Goal 2 Achievement, Goal 5 College/Career Preparedness)

This metric declined 9.4% from the prior year, with 30.9% of our students being deemed “prepared for college.” It is important to note that the measures for “college/career preparedness” is a combination of students graduating A-G eligible, the number of students passing AP exams, and fulfilling a CTE pathway, among other measures. This measure does not include the number of our students successfully passing our early college classes with Foothill. We are still developing our CTE Engineering pathway, with the hopes of adding more CTE pathways in the future. We will also continue to further develop the teachers’ development, appropriate staffing for further academic support, access to programs, professional development, and curriculum.

English Learner Progress Towards Proficiency (Aligns to 2021-22 LCAP Goal 3 English Learner Achievement)

Supporting growth and achievement for our English Learners remains an area of focus for EPAA. In 2019, the English Learner Progress Indicator (ELPI) showed classification as “very low” with 32.7% making progress towards English language proficiency during the 2018-19 year. We have increased the FTE of the Bilingual Resource Teacher from .2 to .4 for the 2020-2021 school year. The additional .2 was used for small group intervention, in collaboration with additional staff available to implement. We also increased the access for newcomers to the English Language Development Teacher daily and for two blocks of the day (instead of only one or two courses of the seven in a student's schedule). Additionally, we have used the ESSA Cares Act funds to hire an Instructional Aide who is specifically supporting our newcomer students. Finally, we invested in the Sonday Systems and National Geographic Edge curriculum, specifically aligned to helping struggling readers and English Language Development.

Graduation Rate (Aligns to 2021-22 LCAP Goal 5 College/Career Preparedness)

In 2019, while our graduation rate was 85.3%, it was a decline of 8% from the previous year, and all three of the significant student groups were in the “orange” tier of performance. The 2020 Adjusted Cohort graduation rate was 85.7%.

While the pandemic has negatively impacted several students’ academic performance, we are hopeful that through careful academic monitoring and a variety of credit recovery options, we can support on-time graduation. For example, for the summer we invested to double the courses available for summer school credit recovery. We have invested in creating a more comprehensive Multi-tiered, Multi-domain Support System (MTMDSS) to intervene quickly and effectively to meet the needs of struggling students.

Suspensions

Suspensions increased slightly (1.1%) with four student groups in the “red” tier. With the next Dashboard reporting in June 2021, we expect a substantial decrease in the 11.7% rate from 2019.

LCAP Highlights

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

With the help of collaboration between families, students, teachers and staff we made the decision to combine some goals to keep focus and streamline our approach to more clearly align with our needs and our charter. We also added goals and actions to support a well-rounded academic focus, educational technology (much that was learned during distance learning) and social-emotional learning. We also looked carefully to ensure our goals and actions honor our DEI (diversity, equity and inclusion) work. We were careful to have goals that were inclusive of our students with IEPs, in addition to including goals and actions that make it clear that diversity, equity, and inclusion continue to be a top priority for our school. Additionally, we worked hard to ensure the budget alignment was easier to follow, relating to the specific goals and impact, eliminating redundancies and repetitions.

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.

East Palo Alto Academy High School has not been identified for any level of Comprehensive Support & 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

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

LCAP Community Engagement Kick-Off (Students, Parents, Teachers, Classified, Community Partners):

2/22/21 Joint review of the purpose of LCAP and deep-dive into the proposed Goal #4 on connectedness and engagement

Teachers & Administration: Leadership Team: 5/3/21, 3/8/21, 2/22/21, 1/26/21, 1/11/21; Department Chair Team: 3/16/21, 2/23/21, 1/19/21; review of 8 state priorities, goals, measures, and actions.

Classified Personnel: 1/28/21 Classified Personnel: Reviewed 8 State Priorities and related EPAA Goals

Students: 4/21/21 & 4/22/21 Monthly Student Leader check-in and Student Leadership & Service class shared overall LCAP state goals, school goals and digging deep in Goal #4 about connectedness and engagement opportunities for students

Parents & Students: School Site Council (SSC) & English Language Advisory Council (ELAC):

3/25/21 Monthly Parent Leadership Team: Goals 1-5 and Actions for Goal #3

1/28/21 Monthly Parent Leadership Team: Reviewed goals/progress for school climate and engagement

12/17/20 Monthly Parent Leadership Team: Reviewed 8 State Priorities, goals, and progress data from the LCAP 2019-20 and 2020-21 LCP

A summary of the feedback provided by specific stakeholder groups.

Families (Parents/Guardians/Students): Families wanted us to emphasize the importance of a four-year college opportunity, though in our actions we would provide access to two-year community college and career options such as Job Train and workforce development. Families also wanted to consider what kind of additional hiring we could do for instructional aides (IAs) to support teachers and struggling students (e.g., the new IA for the newcomers). Additionally, we discussed the variety of ways we want to improve the commitment of families to be more involved and clear about what we as a school suggest as “mandatory” for their support of their child’s college and career aspirations.

Student Leaders: Emphasis on students feeling connected to school, through cultivating more student leaders. Examples given included students in grades 11th and 12th “teaching” the other students about spirit days, pep rallies and other ways for them to actively engage. Students also suggested the potential for students to be trained, paid and, supported to do more peer tutoring and mentoring to help engage more students in the resources we have available to students, that are not being maximized (e.g., after school tutoring with Stanford tutors and IAs). To help incentivize more clubs to do events during the school day lunch hour it would be helpful to provide clubs with a budget. Clubs like “Bring Change 2 Mind” can help with their fun activities and “No Student Eats Alone” campaigns.

Students also wanted to emphasize the opportunities for their families to be engaged and connected. They wanted us to continue our annual events (e.g., cultural events and celebrations), Student-Led Conferences, classes, and workshops for parents (e.g., How to Talk to Your

Teen and The Parent Project from SMCOE). They also had suggestions about new events like a community-wide event, a day for parents to experience a “student's day in the life” and involving parents more in the portfolio defense and compassion project.

Teachers & Staff: For goals, there were a lot of suggested edits for the goals, especially motivated to ensure the special work of EPAA was captured in the goals, related to our commitment to first-gen BIPOC students. We had several edits, especially related to ensuring we included all of the appropriate actions related to the goals. It was challenging to focus on actions that are related to the budget, as the staff was very motivated to capture ALL that we do in the LCAP, while some actions did not relate to the budget. We also looked at the LCAP from our diversity, equity and inclusion work, as mentioned above.

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

Much of the feedback by staff and teachers was related to the extensive Diversity, Equity, and Inclusion work we have engaged in. Teachers and staff wanted to make sure our goals did not perpetuate racism, sexism, and ableism. We also streamlined our LCAP so we were more clear about not overlapping or repeating actions across the various goals. Additionally, we wanted to make sure we captured our efforts to improve our students' college persistence rate through college graduation. Parents, community members, and partners were very dedicated to ensuring that college and career readiness remained at the forefront of our work. We are eager to work in partnership with all of our stakeholders to increase access to Tier 1 education, information, and support per the MTMDSS model.

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous, supportive and equity-driven educational program to the scholars of EPAA by ensuring highly effective teachers who are credentialed and highly qualified, able to effectively implement standards-aligned instructional materials (CCSS, NGSS, ELD), and able to provide access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-centered supports, EPAA increases scholar resiliency and post-secondary success. (Conditions of Learning: State Priorities 1,2,7, and 8)

An explanation of why the LEA has developed this goal.

The global health pandemic which interrupted on-site instruction surfaced additional issues faced by our students and challenged their resiliency. These issues include lack of internet connectivity and digital devices in working order, the need for more extensive counseling, and access to community resources for psychological and health services, as well as basic needs.

Priority number one was access to devices and the internet for ALL students. It was through the on-going professional development and support of our teachers, ensuring they had the required resources, that we were able to continue our focus on implementation of standards-aligned instructional practices. Additionally we invested in supporting the social-emotional needs of students and families through the efforts of the classified staff making regular contact through phone or email, coupled with home visits as needed and regular communication with the school counselors, administrators and school mental health team.

In the coming years (2021-2022) additional resources and emphasis will be on interventions, credit recovery, and ensuring student access to grade-level instruction, academic supports, and on-campus and community enrichment opportunities.

Other Pupil Outcomes (State Priority 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed and	96%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
appropriately assigned [Priority 1]					
Retention of highly qualified certificated staff, with special attention paid to the retention of BIPOC staff and diversifying the roles of BIPOC staff on campus.	80% of highly qualified certificated staff returning of which 54% are BIPOC				90% of highly qualified certificated staff returning of which 60% are BIPOC
Implementation of CCSS with sufficient standards-aligned instructional materials in ELD, ELA, mathematics, and NGSS for all students [Priorities 1 and 2]	100%				100%
Broad Course of Study: All students have access and are enrolled in a broad course of study (social science, science, health/physical education, VAPA, foreign language) [Priority 7]	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ensure that students with IEPs/504s receive the support services called for in their IEPs	100%				100%
Maintain extracurricular offerings	Maintain 8 sports for league membership Continue to provide access to a variety of clubs, sponsored by on- campus, local community non-profits, & Stanford facilitators. Continue to provide access to Internships (baseline is 10 annually).				Maintain 8 sports for league membership Continue to provide access to a variety of clubs, sponsored by on- campus, local community non-profits, & Stanford facilitators. Continue to provide access to Internships (baseline is 10 annually).
Digital devices to support blended learning and access to online academic supports/ interventions	1:1 digital devices				Maintain 1:1 digital devices in working order
Facilities: School facilities in “good repair” [Priority 1]	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curricula: CCSS/NGSS (LCFF Base)	EPAA will continue use of CCSS and NGSS curriculum and strategies through Sequoia Union High School District-created units available to all teachers and through the adoption of additional materials for curricular areas. Expenses include books (textbooks, novels) and department supplies, e.g., lab equipment & Reprographics.	\$26,000.00	Yes
2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	<p>Classroom instruction in core CCSS and NGSS curriculum, Advisory (ASCA Standards-based curriculum to support SEL, College/Career and Academic Monitoring), and office hours.</p> <p>School counselor implementation of ASCA standards-driven school counseling program geared towards high school graduation with a college and career readiness focus. AS members of the Leadership and Department Lead teams supporting the development of the master schedule, including a variety of perspectives, especially as it relates to honoring our various school goals.</p> <p>Full-time administrative staffing (portion of Vice Principal) responsible for the support of instruction, ongoing professional development, support, and basic overall school operations.</p> <p>Note: Some teachers' salaries support Goal #5:</p>	\$3,853,261.00	Yes
3	Master Schedule Development and Equity Review	EPAA team that includes the School Counselors, Vice Principal with the collaboration of the DEI, Leadership and Department Lead teams to develop the master schedule, including a variety of perspectives, especially as it relates to honoring our various school goals.	\$39,903.00	Yes
4	Professional Development: Teacher Collaboration	Department team time, Leadership Team meetings, Department Lead meetings, DEI Team meetings, Advisory Team planning time	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Professional Development: Standards-based Professional Development	Leadership Team Retreats and Back to School Retreat (optional day for EPAA teachers), beyond the contract year, typically 95% of EPAA teachers attend.	\$20,000.00	Yes
6	Staffing: Classified Staff	Classified staffing includes Attendance Clerk, Administrative Assistants, Instructional Aids, Campus Supervision, & Custodial Staff for Not included for this Action: portion of Marco, DD, IA OT for tutoring,	\$1,230,997.00	Yes
7	SEL: Drug/Alcohol Diversion Program	Counseling for students and families, coordinating community workshops for students with outside community partners, and coordinating and co-facilitating parent/guardian workshops.	\$64,918.00	Yes
8	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Contract for clinical faculty sponsors, three intern therapists and 1-2 psychiatry fellows.	\$51,208.00	Yes
9	SEL: Mental Health Services	Portion of Manager of Social Services for coordinating the School Mental Health Team.	\$108,197.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Students will demonstrate annual progress using multiple measures including state-mandated assessments and local assessments, and Defense of Learning: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, making measurable progress in mastering grade-level CCSS. (State Priority 4) (State Priority 4)</p> <p>SUHSD Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.</p> <p>SUHSD Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socio-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.</p>

An explanation of why the LEA has developed this goal.

We believe that culturally responsive pedagogy and project-based learning motivates and engages students to become independent learners. This approach will result in student success on both standardized and other alternative assessments. We developed a graduate profile that sets a high standard of the competencies expected of an EPAA graduate. Students show progress towards the competencies via defense of learning projects at the end of each year, building towards mastery of all the competencies by senior year. The students choose major projects across subjects to highlight individual growth.

We are committed to our on-going professional development, ensuring we are constantly working towards the practices that empower our students, especially given the historical under-representation of BIPOC, first-generation students, such as our students, and their ability to succeed in the post-secondary education system.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English/Language Arts	SBAC Met/Exceeded (Yellow) 51% Schoolwide 48% Latinx				SBAC Meets/Exceeds (Green) 70% Schoolwide 70% Latinx

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% SED				65% SED
Local Assessments 9-12 ELA, ICA *Same 9 focus standards from year to year.	9th-10th, Avg. % Correct: 2019: 25.3% 2020: 42.7% 11th-12th, Avg. % Correct: 2019: 32.2% 2020: 35.1%				9th-10th, Avg. % Correct: 2023: 30.3% 2024: 47.7% 11th-12th, Avg. % Correct: 2023: 37.2% 2024: 40.1%
SBAC Mathematics	SBAC Met/Exceeded (Yellow) 12% Schoolwide 12% Latinx 9% SED				SBAC Meets/Exceeds (Green) 50% Schoolwide 50% Latinx 45% SED
Local Assessments 9-12 Math, ICA	9th-10th, Avg. % Correct: 2019: 16.5% 2020: 18.4% 11th-12th, Avg. % Correct: 2019: 24.8% 2020: 23.7%				9th-10th, Avg. % Correct: 2023: 21.5% 2024: 23.4% 11th-12th, Avg. % Correct: 2023: 29.8% 2024: 34.7%
CAST Science TBA	TBA				TBA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Defense of Learning Passing Rate - Seniors	80% passing with zero contingencies by Senior checkout.				90% passing with zero contingencies by Senior checkout.
% of students completing Algebra 2 by senior year	81% of seniors complete Algebra 2 with a D or higher by graduation.				80% of seniors complete Algebra 2 with a C or higher by graduation.
% of students making progress towards their annual IEP goals	80%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tutoring: AmeriCorps Academic Supports	Before/during/after school individual student support (Bay Area Community Resources, Ameri-Corps Public Allies) Teaching Support for One Year	\$16,000.00	Yes
2	Tutoring: Classified IA	After school drop-in tutoring at the College & Career Center	\$20,000.00	Yes
3	Staffing: English and Math interventions	.2 Science (Math Intervention), funded by EPAAF .2 ELA/English Support, funded by Charter in Lieu .6 Co-taught English (General Ed Teacher), funded by Charter in Lieu .6 Co-Taught Math (General Ed Teacher), funded by Charter in Lieu	\$235,081.00	No

Action #	Title	Description	Total Funds	Contributing
4	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family communication and motivation)	Development of Advisory curriculum that includes circuits with College & Career informational sessions, school counselors, SEL, and academic monitoring Leading the weekly grade level planning meetings, bi-weekly Advisory Liaison planning meetings, regular Wednesday Liaison planning meetings. 1hr. weekly planning meetings, 4 Liaisons for 36 weeks.	\$105,028.00	No
5	Consultants: Math PD with Jack Dieckmann, ELA/ELD/History with Kelly Smith	Ongoing professional development by department to align instructional practices to LCAP goals.	\$20,000.00	No
6	Curriculum: Evidence-based interventions for SEL, Academic, and Career & College supports in MTSS	Use evidence-based interventions to support groups or individual students who are struggling with mental health (per universal screener), academics (not on track for graduation or A-G), and career and college goals (identifying motivation and/or interests). PD/Training & Materials/Textbooks.	\$16,000.00	No
7	PD: Graduate Profile & PD: Equitable Grading Practices Implementation Cohort (Standards Based Grading)	Develop and implement a graduate profile with rubrics appropriate for each grade level. Continue to support Standards Based Grading for advisory and core curriculum/departments.	\$50,000.00	No
8	System: MTSS	Support the ongoing implementation of MTMDSS with the support of Hatching Results	\$16,000.00	No
9	Standardized Testing	Administer all standardized testing to enrolled students taking into account any required accommodations per IEP, etc.	\$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>ELL: Develop interventions and practices to support English Learner achievement and create systems to monitor / track progress through data analysis and collaboration between teams. By providing increased access to interventions and practices to strengthen student learning, EPAA increases English Learner achievement.</p> <p>English Learner Achievement (State Priority 2, 4 and 8) SUHSD Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socio-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.</p>

An explanation of why the LEA has developed this goal.

EPAA must grow to meet the needs of English Language Learners. As 9th graders, on average, only 23% of our students are reading on grade level. When looking at our ELA and Math SBAC data, the discrepancy for our EL/LTEL students is dramatic. To increase EL achievement we are engaging in evidence-based interventions such as Constructing Meaning by EL Achieve. The staff who have attended (at least one from each department) have spoken very highly about the positive impact on their students' learning. We want to support ongoing professional development to help maximize teacher impact. We will continue to support the ELD standards through interdepartmental implementation and horizontally aligning language standards (e.g., Spanish department with English department and History Department working with the ELD standards)

To support the monitoring and intervention we will continue to prioritize an ELD teacher for our Newcomers and a BRT (Bilingual Resource Teacher) to ensure the ongoing monitoring, small group interventions, and tracking of progress for all of our ELL and RFEP students. Additionally, we decided to hire an Instructional Aide dedicated to our newcomer students who require more support during Distance Learning.

Given the demographics of our community is it important to support both English and Spanish language acquisition. The benefits of bilingual education are well-documented by scholarly research. We will continue to prioritize AP Spanish and the Seal of Biliteracy ensuring our EPAA graduates are better equipped for the demands of a global society and to live out our school vision to positively impact our community and families.

EPAA is committed to ensuring that our EL students increase their A-G eligibility, therefore ensuring more of our EL students matriculate to a two or four-year college/university.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessment of California (ELPAC) [Priority 4]	13% Well Developed (Level 4)				25% Well Developed (Level 4)
English Learner Progress Indicator on CA Dashboard	32.7% Making progress toward English language proficiency				50% Making progress toward English language proficiency
Annual English Learner Reclassification Rate [Priority 4]	8.7% Reclassification (2019-20 rate)				15% Reclassification
English/Language Arts for EL/RFEP SBAC Internal Assessment [Priority 4]	SBAC ELA (Orange) Met/Exceeded 22% ELs 56% RFEP				SBAC ELA (Green) Meets/Exceeds 50% ELs 70% RFEP
Mathematics for EL/RFEP SBAC Internal Assessment [Priority 4]	SBAC Math Met/Exceeded 0% EL 16% RFEP				SBAC Math Meets/Exceeds 15% EL 30% RFEP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers (%) trained in instructional strategies to address the needs of ELs [Priority 1 and 2]	60% teachers participating in Constructing Meaning PD				90% teachers participating in Constructing Meaning PD
Parents participating in D/ELAC	Membership: Maintain 30 members Attendance: Members attending at least 75% of meetings				Membership: Maintain 30 members Attendance: Members attending at least 90% of meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing: English Language Development Teacher	English Language Development Teacher to provide Designated ELD instruction to English Learners and provide professional development for teachers in Integrated ELD strategies Coordinating Support of EL Students Support with ELPAC Coordination and Implementation	\$97,640.00	Yes
2	Staffing: Intervention & Bilingual Resource Support	Intervention supports for EL/LTEL/RFEP students: During distance learning 1x a week due to schedule; Future: integrated into study hall during Advisory, in addition to a commitment to Universal Reading Time Support for ongoing assessment, data collection, management, and monitoring of EL/LTEL and RFEP students	\$32,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development: ELD standards integration & Constructing Meaning	Sub coverage & contracts for focused ELD support with ELD aligned curriculum, developing engaging curriculum and pedagogical practices.	\$12,000.00	No
4	Curriculum: National Geographic "Edge" & Struggling Readers	Specific ELD curriculum, including on-line access and consumables.	\$5,000.00	No
5	Instructional Aide	Instructional Aide specifically dedicated to newcomer students to support in all academic classes and to provide another layer of support during ELD and Advisory.	\$60,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Promote and increase school and community connectedness by providing quality site-wide student, family and community engagement and education opportunities anchored in restorative practices and authentic community centered values. Engagement & Climate (State Priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

We are acutely aware of the importance of relationships and building community across all stakeholders - staff, students, families, community organizations - to support student learning. In a community that has for too long been marginalized by systemic and historic factors, the value of a community wide support network is imperative to supporting long-term student success. We simply cannot maximize student potential without engaging, celebrating, and working alongside our entire community. Empowering students to take on more leadership opportunities increases their student voice in schoolwide decisions; this allows students to feel more ownership of their education and the school to support students' needs more effectively.

BIPOC (Black, Indigenous, People of Color) students in our district have historically been suspended and expelled at disproportionately higher rates than other students; suspensions at EPAA have historically also been between 6-11%. Similarly, our rate of chronic absenteeism and dropouts are not where we want them. We believe that promoting and increasing school and community connectedness through restorative justice, service leadership, prioritizing social-emotional learning and community-building, and actively communicating and working with students' families will support positive engagement with school and improve outcomes for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate [Priority 5]	94%				97%
Chronic Absenteeism Rates	22.4% Chronically Absent				7% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Priority 5]	(2018-19 rate)				
High School Dropout Rates [Priority 5]	10.7% Cohort Dropout (2019-20 rate)				5% Cohort Dropout
Suspension Rates [Priority 6]	11.7% Suspensions (2018-19 rate)				2% Suspensions
Expulsion Rates [Priority 6]	0% Expulsion (2018-19 rate)				0% Expulsion
Student Surveys Belonging Climate Safety [Priority 6]	85% (304/357 total) students respond to Panorama Survey (Fall 2019) Belonging 3.1 Climate 3.3 Safety 3.8				95% of students respond to Panorama Survey Belonging 3.5 Climate 3.6 Safety 4.0
Parent participation in SSC/ELAC [Priority 3]	Membership: Maintain combined SSC/ELAC membership of 30 members				Membership: Maintain combined SSC/ELAC membership of 30 members

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Attendance: Members participating in 75% of scheduled meetings				Attendance: Members participating in at least 80% of scheduled meetings
Parents attending academic conferences with advisors [Priority 3]	80% of parents attending academic conferences				90% of parents attending academic conferences
Parents attending educational program workshops (Family University)	33% of parents attending Family University				75% of parents attending Family University
Parents participating in IEP meetings [Priority 8]	95% of parents attending IEP meetings				100% of parents attending IEP meetings
Panorama Survey - Families (Parents/Guardians)	19% (62/332 total) families respond to Panorama Survey (Fall 2019) School Safety: 4.2 School Climate: 4.0 Family Engagement: 2.5				80% of families respond to Panorama Survey: School Safety: 4.5 School Climate: 4.5 Family Engagement: 3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training: Parent Leadership Capacity Training	In partnership with the SMCOE, and through the support of the School Counselor/Advisory Lead position we will support the access, training and support of our EPAA parents and guardians. This position supports the work of the existing Parent Coordinator.	\$32,009.00	No
2	Family University	OT for Certificated Teachers and Classified Clerical to support and co-facilitate evening meetings. \$4,000 (3220) \$6,000 (Peery Fund)	\$10,000.00	No
3	After School Programs & Sports	Coaching Salaries, Athletic Director Stipend, field rentals, referees, and Athletic Supplies, Drama stipend, Student Activities stipend \$8,000 (State Aid)	\$77,338.00	No
4	Restorative Justice	Supporting Restorative Justice on-going support with students, families, staff and on-going professional development.	\$232,250.00	Yes
5	Staffing: Attendance Clerk	Available to parents for attendance records and tracking, on-going professional development, FRPL form completion, registration assistance, etc.	\$104,220.00	Yes
6	Positive Attendance Support Team	Manager of Support Services working with the Attendance Team and Vice Principal to support parent outreach and student counseling as a layer of support in response to attendance challenges.	\$43,279.00	No

Action #	Title	Description	Total Funds	Contributing
7	Exhibitions of Learning & Graduate Profile	On-going professional development with Morgan Vien (contractor) and OT/Sub Coverage for teacher release days.	\$36,000.00	No
8	Technology, web hosting	Ensuring website remains up to date. Maintained by IT person	\$25,638.00	No
9	Student Leadership & Service Class	.2 Teacher Salary & Supplies for Students Leadership and Service Class.	\$34,953.00	Yes
10	Advisory Program	20 Teachers provide Advisory instruction for SEL, College and Career guidance, academic monitoring and parent communication.	\$786,422.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	<p>Increase the percentage of students admitted into 4-year colleges by improving the A-G eligibility rate of our students, particularly long-term English language learners, by empowering all students to independently and successfully navigate the post-secondary pathway, with students able to complete the eligibility requirements, application, and enrollment processes, knowledgeable about the array of choices and possessing of the requisite skills to follow through.</p> <p>Pupil Outcomes (State Priority 4 and 5) Graduation & College Preparedness SUHSD Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.</p>

An explanation of why the LEA has developed this goal.

Our current mission statement aspires to prepare all students to graduate college-ready, empowered with the knowledge, skills, and passions to positively impact their lives, their community, and the global society. All stakeholders have agreed that the value of education pays off most when our students are able to access, navigate through, and matriculate out of their post-secondary endeavors. To ensure that all students, regardless of their initial post-secondary pathway, can develop the knowledge either to transition to and/or graduate from a 4-year college with a bachelor's degree will require that we equip them with both the knowledge and skills requisite to each of the A-G disciplines as well as the concrete and critical life skills required to traverse the world of postsecondary education so that they can realize their passions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: % of pupils who successfully completed A-G requirements for entry to the CSU/UC system [Priority 4]	56.9% of pupils successfully completed A-G requirements for entry to the CSU/UC system (2019-20 rate)				90% of pupils successfully completed A-G requirements for entry to the CSU/UC system

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
“Prepared for College”: % of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP [Priority 4]	TBA% of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP				TBA% of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP
Cohort Graduation Rates [Priority 5]	85.7% Cohort Graduation Rate (2019-20 rate)				100% Cohort Graduation Rate
FAFSA or CADA Completion [Priority 8]	77% Seniors completed FAFSA or CADA				90% Seniors completed FAFSA or CADA
Dual Enrollment of juniors and seniors	15% participating in dual enrollment coursework by graduation (CTE/Foothill Partnership)				35% participating in dual enrollment coursework by graduation

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	Funds to support overtime for evening parent meetings and Saturday workshops, e.g., "Cash for College" to complete the FAFSA and CADA applications. Work with community partners to provide weekend workshops and evening one-on-one workshops for families who need it. Overtime pay for School Counselors, Senior Seminar teacher, and College & Career Specialist	\$5,000.00	No
2	Advisory Curriculum	Instructional supplies for Advisory	\$4,000.00	No
3	Senior Seminar	Providing 3 classes of Senior Seminar to support college going applications, preparation, for financial aid and scholarship applications	\$97,954.00	Yes
4	College & Career Specialist	Organizes the College & Career center, college visits, college rep, career and tech informational sessions and school-wide career and special programs (internships) fairs. Communicates regularly with students and families about possible programs (clubs, internships, college visits), and coordinates the Cash for College days.	\$110,175.00	No
5	Summer School & Summer Bridge	Provide robust summer school options that facilitate credit recovery, and support successful transition of rising 9th graders to EPAA.	\$77,940.00	Yes
6	Credit Recovery Opportunities	Phoenix course for credit recovery.	\$20,134.00	Yes
7	Early College	Cost of Early College Teachers, Texts, & Materials	\$44,651.00	Yes
8	College Visits	College Day & Sophomore Trip Once a year all of EPAA goes on a college day field trip to 2 CSU and 2 UC options by the time they graduate. 60 sophomores qualify for an	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		overnight trip to Los Angeles to visit UCLA, LMU, CSULA and the Museum of Tolerance.		
9	Test Prep & Test Costs	Cost of testing materials in addition to certificated overtime for the teacher planning and collaboration to provide extra test prep opportunities.	\$5,000.00	No
10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	On-going professional development for college going team, e.g., WACAC, UC and CSU annual conferences	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

--

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

Due to our demographics of predominantly low-income, English learners; such students are at the center of our work. 2020-21: Serving approximately 364 students from the community, EPAAs demographics include 93% socio-economically disadvantaged (SED), 35% English Learner (EL), 50% RFEP (with monitoring), and 11% students with disabilities (SWD). Our ethnic composition is 87% LatinX, 6.6% African American, 4.4% Pacific Islander, 0.5% Asian, and White students group comprising less than 1%. Our FRPM qualification is 84%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,522,247.00	\$267,000.00	\$1,040,883.00	\$61,358.00	\$7,891,488.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,717,488.00	\$174,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Curricula: CCSS/NGSS (LCFF Base)	\$26,000.00				\$26,000.00
1	2	English Learners Foster Youth Low Income	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	\$3,853,261.00				\$3,853,261.00
1	3	English Learners Foster Youth Low Income	Master Schedule Development and Equity Review	\$37,903.00		\$2,000.00		\$39,903.00
1	4	English Learners Foster Youth Low Income	Professional Development: Teacher Collaboration			\$30,000.00		\$30,000.00
1	5	English Learners Foster Youth Low Income	Professional Development: Standards-based Professional Development			\$20,000.00		\$20,000.00
1	6	English Learners Foster Youth Low Income	Staffing: Classified Staff	\$1,230,997.00				\$1,230,997.00
1	7	English Learners Foster Youth Low Income	SEL: Drug/Alcohol Diversion Program			\$64,918.00		\$64,918.00
1	8	English Learners Foster Youth Low Income	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	\$6,208.00	\$39,000.00	\$6,000.00		\$51,208.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	SEL: Mental Health Services			\$108,197.00		\$108,197.00
2	1	English Learners Foster Youth Low Income	Tutoring: AmeriCorps Academic Supports	\$16,000.00				\$16,000.00
2	2	English Learners Foster Youth Low Income	Tutoring: Classified IA		\$20,000.00			\$20,000.00
2	3	All	Staffing: English and Math interventions			\$235,081.00		\$235,081.00
2	4	All	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family communication and motivation)			\$105,028.00		\$105,028.00
2	5	All	Consultants: Math PD with Jack Dieckmann, ELA/ELD/History with Kelly Smith			\$20,000.00		\$20,000.00
2	6	All	Curriculum: Evidence-based interventions for SEL, Academic, and Career & College supports in MTSS		\$16,000.00			\$16,000.00
2	7	All	PD: Graduate Profile & PD: Equitable Grading Practices Implementation Cohort (Standards Based Grading)		\$50,000.00			\$50,000.00
2	8	All	System: MTSS		\$16,000.00			\$16,000.00
2	9	English Learners Foster Youth Low Income	Standardized Testing	\$5,000.00				\$5,000.00
3	1	English Learners Foster Youth Low Income	Staffing: English Language Development Teacher	\$97,640.00				\$97,640.00
3	2	English Learners Foster Youth Low Income	Staffing: Intervention & Bilingual Resource Support	\$32,292.00				\$32,292.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Professional Development: ELD standards integration & Constructing Meaning		\$12,000.00			\$12,000.00
3	4	All	Curriculum: National Geographic "Edge" & Struggling Readers		\$5,000.00			\$5,000.00
3	5	All	Instructional Aide		\$60,000.00			\$60,000.00
4	1	All	Training: Parent Leadership Capacity Training				\$32,009.00	\$32,009.00
4	2	All	Family University		\$4,000.00	\$6,000.00		\$10,000.00
4	3	All	After School Programs & Sports			\$77,338.00		\$77,338.00
4	4	English Learners Foster Youth Low Income	Restorative Justice	\$20,672.00		\$182,229.00	\$29,349.00	\$232,250.00
4	5	English Learners Foster Youth Low Income	Staffing: Attendance Clerk	\$104,220.00				\$104,220.00
4	6	All	Positive Attendance Support Team			\$43,279.00		\$43,279.00
4	7	All	Exhibitions of Learning & Graduate Profile		\$36,000.00			\$36,000.00
4	8	All	Technology, web hosting			\$25,638.00		\$25,638.00
4	9	English Learners Foster Youth Low Income	Student Leadership & Service Class	\$34,953.00				\$34,953.00
4	10	English Learners Foster Youth Low Income	Advisory Program	\$786,422.00				\$786,422.00
5	1	All	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT		\$5,000.00			\$5,000.00
5	2	All	Advisory Curriculum		\$4,000.00			\$4,000.00
5	3	English Learners Foster Youth Low Income	Senior Seminar	\$97,954.00				\$97,954.00
5	4	All	College & Career Specialist			\$110,175.00		\$110,175.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	English Learners Foster Youth Low Income	Summer School & Summer Bridge	\$77,940.00				\$77,940.00
5	6	English Learners Foster Youth Low Income	Credit Recovery Opportunities	\$20,134.00				\$20,134.00
5	7	English Learners Foster Youth Low Income	Early College	\$44,651.00				\$44,651.00
5	8	English Learners Foster Youth Low Income	College Visits	\$20,000.00				\$20,000.00
5	9	All	Test Prep & Test Costs			\$5,000.00		\$5,000.00
5	10	English Learners Foster Youth Low Income	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	\$10,000.00				\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$6,522,247.00	\$7,023,940.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$6,522,247.00	\$7,023,940.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curricula: CCSS/NGSS (LCFF Base)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$26,000.00	\$26,000.00
1	2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$3,853,261.00	\$3,853,261.00
1	3	Master Schedule Development and Equity Review	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$37,903.00	\$39,903.00
1	4	Professional Development: Teacher Collaboration	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th		\$30,000.00
1	5	Professional Development: Standards-based Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th		\$20,000.00
1	6	Staffing: Classified Staff	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA	\$1,230,997.00	\$1,230,997.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					9th-12th		
1	7	SEL: Drug/Alcohol Diversion Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th		\$64,918.00
1	8	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$6,208.00	\$51,208.00
1	9	SEL: Mental Health Services	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th		\$108,197.00
2	1	Tutoring: AmeriCorps Academic Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$16,000.00	\$16,000.00
2	2	Tutoring: Classified IA	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th		\$20,000.00
2	3	Staffing: English and Math interventions			Specific Schools: EPAA 9th-12th		\$235,081.00
2	4	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family communication and motivation)			Specific Schools: EPAA 9th-12th		\$105,028.00
2	5	Consultants: Math PD with Jack Dieckmann, ELA/ELD/History with Kelly Smith			Specific Schools: EPAA 9th-12th		\$20,000.00
2	6	Curriculum: Evidence-based interventions for SEL, Academic, and			Specific Schools: EPAA 9th-12th		\$16,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Career & College supports in MTSS					
2	7	PD: Graduate Profile & PD: Equitable Grading Practices Implementation Cohort (Standards Based Grading)			Specific Schools: EPAA 9th-12th		\$50,000.00
2	8	System: MTSS			Specific Schools: EPAA 9th-12th		\$16,000.00
2	9	Standardized Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$5,000.00	\$5,000.00
3	1	Staffing: English Language Development Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$97,640.00	\$97,640.00
3	2	Staffing: Intervention & Bilingual Resource Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$32,292.00	\$32,292.00
3	3	Professional Development: ELD standards integration & Constructing Meaning			Specific Schools: EPAA 9th-12th		\$12,000.00
3	4	Curriculum: National Geographic "Edge" & Struggling Readers			Specific Schools: EPAA 9th-12th		\$5,000.00
3	5	Instructional Aide			Specific Schools: EPAA 9th-12th		\$60,000.00
4	1	Training: Parent Leadership Capacity Training			Specific Schools: EPAA 9th-12th		\$32,009.00
4	2	Family University			Specific Schools: EPAA 9th-12th		\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	After School Programs & Sports			Specific Schools: EPAA 9th-12th		\$77,338.00
4	4	Restorative Justice	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$20,672.00	\$232,250.00
4	5	Staffing: Attendance Clerk	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$104,220.00	\$104,220.00
4	6	Positive Attendance Support Team			Specific Schools: EPAA 9th-12th		\$43,279.00
4	7	Exhibitions of Learning & Graduate Profile			Specific Schools: EPAA 9th-12th		\$36,000.00
4	8	Technology, web hosting			Specific Schools: EPAA 9th-12th		\$25,638.00
4	9	Student Leadership & Service Class	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$34,953.00	\$34,953.00
4	10	Advisory Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$786,422.00	\$786,422.00
5	1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT			Specific Schools: EPAA 9th-12th		\$5,000.00
5	2	Advisory Curriculum			Specific Schools: EPAA 9th-12th		\$4,000.00
5	3	Senior Seminar	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$97,954.00	\$97,954.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	4	College & Career Specialist			Specific Schools: EPAA 9th-12th		\$110,175.00
5	5	Summer School & Summer Bridge	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$77,940.00	\$77,940.00
5	6	Credit Recovery Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$20,134.00	\$20,134.00
5	7	Early College	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 10th-12th	\$44,651.00	\$44,651.00
5	8	College Visits	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$20,000.00	\$20,000.00
5	9	Test Prep & Test Costs			Specific Schools: EPAA 9th-12th		\$5,000.00
5	10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.