Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Basic Services: Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who demographically reflect the students we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of highly qualified teachers **19-20** Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned. **Baseline** 100%	All new hires for the 20-21 school year were credentialed in the subject areas to which they are assigned, including the CLAD certification. The two new teachers hired are both BIPOC with experience working with students of our demographic, and a history of positive academic impact.
Metric/Indicator Percent/number of teachers teaching in subject areas without appropriate credential **19-20** Enhance the recruitment and hiring practices district wide and demonstrate an increase in the number and/or percent of teachers hired each year that reflects the overall student demographics. **Baseline** 0	All new hires for the 20-21 school year were credentialed in the subject areas to which they are assigned, including the CLAD certification.
Metric/Indicator Demographic breakdown of all teachers hired during current school year **19-20**	2020-21 Teacher Hires - Total 2 • 1 Bi-racial (Black/African American/Caucasian) • 1 Asian

Expected	Actual
2019-20 Teacher Hires - Total 5 • 2 Caucasian • 2 Latinx • 1 Bi-racial (Latinx/Caucasian) **Baseline** 2016-17 Teacher Hires - Total 4 • 1 Asian • 3 Caucasian	
Metric/Indicator Number of new teachers participating in PD programs **19-20** Continue to support teachers new to the district. **Baseline** Total New Teacher participation in PD 4 • 4 with assigned mentors • 4 actively involved with advisory, grade level, committee, and exhibition teams.	All new teachers participated in the following professional development: • SUHSD District supported TIPS program • Weekly EPAA Professional Development that includes Advisory planning time, department specific planning time, grade level planning time and site-led PD. • Additionally some new teachers choose to participate in the leadership team bi-weekly meetings • Working with contractors for DEI (diversity, equity and inclusion), PBL (project based learning), Defense of Learning on-going professional development
Metric/Indicator Number of teachers certified to teach CLAD or BCLAD **19-20** 100% **Baseline** 100%	100% of all teachers hired by EPAA had the required CLAD certification.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Recruit former graduates, people from within the community, and set up a teaching pipeline to target students from an early age to teach for school. • Establish retention baselines of highly qualified teachers of diverse backgrounds. • Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential. • Continue to attend SUHSD teacher recruitment fairs.	5000-5999: Services And Other Operating Expenditures Base $3,500	5000-5999: Services And Other Operating Expenditures Base $3,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were very fortunate to benefit from internal recruitment. One hire was a teacher from EPA Phoenix Academy with close ties to EPAA through old colleagues and friends. The other hire was from within the district of SUHSD, a new (highly successful) teacher from Menlo Atherton High School. We continue to benefit from very low turn over from year to year.

Goal 2

Implementation of Common Core State Standards: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Math/ELA Scores on CAASPP tests **19-20** Increase the CAASPP scores in ELA and Math for proficient and above by 8% above baseline across all groups **Baseline** CAASPP Scores 16-17 for Math and ELA	Due to the COVID-19 pandemic the CAASPP testing was cancelled statewide. There is no test data available for 2019-2020.
Metric/Indicator Teacher implementation of CCSS curriculum and strategies **19-20** Admin will observe consistent teacher use of CCSS curriculum and strategies by 100% of core content teachers **Baseline** Walk-through Tool Kick-up district dashboard- core subject areas	EPAA teachers continued to participate in weekly professional development, focused on supporting the whole child during the pandemic, in addition to subject area planning time to discuss vertical alignment in light of the transition to 100% distance learning. Observation/evaluations continued for teachers and administrators. As part of the pre-conference, teachers connected observed lessons to the CCSS (Common Core State Standards or Next Generation Science Standards) and the CST (California Standards for the Teaching Profession).
Metric/Indicator LTEL subgroup scores on CAASPP data **19-20** Increase scores in ELA-Math by 20% more in proficient and above	Due to the COVID-19 pandemic the CAASPP testing was cancelled statewide. There is no test data available for 2019-2020.

Expected	Actual
Baseline CAASPP data for Long Term English Learners	
Metric/Indicator CAST Testing **19-20** No data **Baseline** No data to date	Due to the COVID-19 pandemic the CAASPP and CAST testing was cancelled statewide. There is no test data available for 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 EPAA will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate materials for subject areas • English: 100% implementation of common units and CCSS standards and strategies, including assessments with DOK level 3 and 4 consistently used • Math: Algebra I, Geometry, and Algebra II 100% implementation of CCSS standards, including assessments with DOK level 3 and 4 questions and numeracy strategies • Science: 100% of teachers will implement NGSS units including assessments with DOK level 3 and 4 questions • Social Studies: 100% of teachers will implement literacy standards including assessments with DOK level 3 and 4 questions	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $351,284	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $351,284
2.2 An English Language Development teacher, along with a Literacy Specialist, provides instructional and curricular support to all teachers.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $365,397	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $365,397
2.3 Finalize math curriculum maps. Publish and utilize all curricular maps.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $381,639	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $381,639

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the international pandemic the ability to meet all of our CCSS, NGS and ELD standards were somewhat abbreviated. We had to change instruction to 100% distance learning in the span of a few hours, and spent must of last Spring and the Summer learning tools and techniques for implementing engaging, student-centered learning. We created systems of follow-up to ensure student access to the class via Zoom, followed by tech support once in the class if they had challenges engaging using Google Classroom, Zoom, Pear Deck, Nearpod and Desmos. While these tech tools made distance learning more engaging and student-centered, as a school we learned that it took more time to ensure student understanding and critical thinking around each topic, skill, or standard. Though we were not able to cover as many specific texts or chapters or units, we maintained our focus on a well-rounded, Common Core (CCS), Next Generation Science Standards (NGSS), and ELD Standard aligned curriculum by identifying foundational standards that would carry over many years and focusing on ensuring deep learning in those areas.

Additionally we engaged in a variety of interventions. We worked with local CBO the Boys and Girls Club and our colleagues at the Stanford HAAS Center to provide additional adult support, tutoring after school, and on the weekends. Extra adults were in the classes to allow for small group pull out and intervention. Additionally we had three teachers with a .2 dedicated to pull out, small group interventions, with added support from colleagues who do not have full schedules, volunteering their time to implement small group instruction. This intervention work engaged staff members across the ELA and Math departments and generate insights on ways to move forward to support our most struggling students. As a result of this work, we have made adjustments to our master schedule and continued to dedicate .2 to three staff members to more fully build out our intervention program. We also leaned heavily on auxiliary staff to support attendance and engagement through weekly check-ins with students through phone calls and home visits.

This year, we also continued pushing forward with our Graduate Profile, Defense of Learning, and project-based learning work. We continued to refine our graduate profile and iterate on our Defense of Learning presentations. Through monthly professional development sessions, we examined our practices and worked to develop a deeper understanding of the competencies outlined in the Graduate Profile we developed as a team last year. This was a challenging push and there were several points during the year when we modified or nearly abandoned the project for this year. Teachers were overwhelmed with the task of distance learning and had little headspace for new projects. However, even as we modified the project for most of the school, our tenth grade advisory team took on the challenge of seeing the project all the way through and we piloted our first schoolwide Defense of Learning presentations with volunteer students from the tenth grade, engaged in school-wide calibration and reflection and ultimately came to a deeper understanding of ways in which we could more deeply embed these competencies throughout our classroom curriculum and practice.

Through the pandemic, we continued to push curriculum and instructional practice in order to teach standards in student-centered, project-based approaches.

Despite the manifold challenges of distance learning, we tried to focus on our CCS, NGSS and EL standards through professional development, continual team and community building, a clear focus on less standards for deeper impact.

Goal 3

Promote and increase school and community connectedness by providing quality site-wide parent and community engagement and education opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Language Advisory Committees (ELAC) **19-20** Establish ELAC membership and train members on their roles and responsibilities **Baseline** Establishment of committee and training of members	In 20-21 we continued to meet with parents each month, the last Thursday of the month at 8:30 AM or 5:30 PM, training families each month on different aspects of parents/guardian involvement.
Metric/Indicator Collaboration amongst parent groups (School Site Council, SSC and ELAC) **19-20** Increase diversity of involvement in SSC/ELAC monthly meetings **Baseline** Number of events/meetings held at each school site	In August of 2020 the SSC and ELAC agreed to combine for the monthly SSC/ELAC meetings.
Metric/Indicator Participation rates of parents of unduplicated students- site events **19-20** Sites will identify at least one parent of each unduplicated student group (EL/RFEP, Foster Youth, Low Income) to work with and include in site parent activities	While it was challenging to meet during the pandemic, we were able to have a solid group of parents/guardians, some of whom represented the desired groups.

Expected	Actual
Baseline Number of parents of unduplicated students attending school meetings along with number of events they attended	
Metric/Indicator Parent Project **19-20** Increase overall parent participation by 10% **Baseline** Parent participation rates and number of sessions offered: • Spring 2017 - 18 parents	Due to the pandemic, there was no Parent Project program for the 2020-2021 school year.
Metric/Indicator Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee) **19-20** At least one parent of EL and one of FY/Low Income students **Baseline** Establish Baseline	We had several parents who represented EL students in cluded in our monthly SSC/ELAC meetings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Using staff members who reflect the demographics of the community to recruit families to participate in parent committees and volunteer opportunities. Continue to offer food, daycare, translation and other incentives as need to parent participants.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $128,303	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $128,303
Action 2: Hold two lunchtime community fairs during the school years. Have community partner work with College Counselor to set up meaningful extracurricular opportunities for students	$50,000 Base 1000-1999: Certificated Personnel Salaries Base $50,000	1000-1999: Certificated Personnel Salaries Base $50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Community donations 1000-1999: Certificated Personnel Salaries Other $94,769	1000-1999: Certificated Personnel Salaries Other $94,769
Action 3: Build leadership among parents currently involved in on-site committees and use their expertise and knowledge of the community to help recruit more parents.	1000-1999: Certificated Personnel Salaries Base $59,202	1000-1999: Certificated Personnel Salaries Base $59,202

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For the 2019-2020 second semester and 2020-2021 school year, we adapted to the 100% distance learning format. We continued to have our regularly scheduled meetings and events using Zoom. The monthly parent meetings continued for the last Thursday of each month at 8:30 AM and 5:30 PM to accommodate the working schedules of our families. This year, we continued our tradition of awarding Bulldog awards - this is often the biggest draw and an enormous source of pride for our families - and of holding a raffle with gift cards at the end of the meeting. We also coordinated a drive through holiday drive before Winter Break during which students and families were able to come by to pick up: gift bags, frozen chicken, a box of canned and non-perishable food, as well as gift cards to Target. Last Spring, our teachers organized a Bulldog Buzzcut fundraiser to raise relief money for our families; this fundraiser far exceeded our expectations. We reached our initial goal of "$40K by the end of May" in just a few days and ultimately raised $100K in one month. We were able to continue providing relief funds throughout this year based on the funds we raised last spring.

Thanks to our Manager of Social Services and School Mental Health Team (SMHT) we were able to provide evening workshops on topics such as Anxiety and Depression, Overcoming Adversity and Trauma, Stress Management and Self-Care, and Substance Abuse. These were all topics made a priority through the insights of our School Mental Health Team and a universal screener provided to students through Advisory. We also offered a back-to-school "Club Fair" using Zoom, a career day opportunity, in addition to ongoing "Career Zooms" throughout the school year. Thanks to wonderful community partners, we were also able to provide a robust all-school "fair" of summer jobs, opportunities, and internships. Finally, the Students Leadership and Service class was able to offer monthly all-school town halls on everything from AAPI (Asian American Pacific Islander) awareness to Native Indigenous American appreciation and regular town halls designed to connect, called "Family Day". We also held our regularly scheduled grade-

level meetings to prepare students for college by better understanding A-G, college requirements and transcripts. One challenge we found this year is despite our best efforts to engage our community, many students and families began to feel "zoom fatigue" and it was difficult to engage a large number of people at any given time.

We also held virtual Student Led Conferences this year and this was a format that seemed to help many parents, who were able to log in through their phones, without needing to take off too much time from work. Advisors, students and parents met to discuss student progress, strengths and challenges, as we do each year, pandemic or not. This connection between home, school and student is one of the foundations of our community engagement practices at EPAA.

Given the nature of the 100% distance learning and Zoom format, we struggled to reach some students who continued to remain elusive on the Zoom platform. This required several home visits and parent meetings, encouraging students to participate in this new format, or simply providing more options for internet connectivity by way of a variety of hot spots. While we had steady attendance in all of our all-school Zoom parent and student meetings, it was difficult to gauge student participation with over 300 students in a town hall. While on Zoom in parent meetings, we would typically have about 7-10% of our families present, but only half would show their faces using Zoom, or unmute their microphones to fully participate. If we called families by name, they would unmute, but that was not always feasible in the course of a meeting. In some sense, we had more communication with families than ever as we were required to make phone calls home about attendance, class engagement, student-led conferences, and academic celebrations or concerns. However, we are eager to engage in the "Parent University" program we designed this year to help guide parents through the most important opportunities we offer at EPAA for family engagement. We are constantly striving to find ways to bring in more parent voices and to support parent leaders in our community.

Goal 4

Pupil Achievement-College & Career:
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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A-G Completion Rates **19-20** Increase by 10% to 55% **Baseline** 2016: 12th grade 41.0%	For the graduating class of 2020 56.9% of pupils successfully completed A-G requirements for entry to the CSU/UC system. This may have been made more easily possible due to the hold harmless Pass/Not Pass board policy enacted in response to the pandemic.
Metric/Indicator English Language Progress Indicator (ELPI)- State Dashboard **19-20** Color (Green), Level (Medium- 79%), Status Change (Increased- 3.0%) **Baseline** Spring 2017 Baseline: Color (Orange), Level (Medium - 72.6%), Status Change (Declined -3.1%)	32.7% Making progress toward English language proficiency
Metric/Indicator English Language Proficiency Assessment of California (ELPAC) **19-20** Increase rate making progress by 5%	13% Well Developed (Level 4)

Expected	Actual
Baseline Spring 2018 - Baseline	
Metric/Indicator SBAC - ELA & Math (11th Grade, Spring 2016) **19-20** ELA: • Met/Exceeded: 57% • Nearly Met: 47% Mathematics (Math): • Met/Exceeded: 30% • Nearly Met: 20% **Baseline** ELA: • Met/Exceeded: 43% • Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 11% • Nearly Met: 9%	N/A due to the pandemic the SBAC testing was cancelled.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: • Ensure master schedule is inclusive of A-G courses and fully staff the course offerings. Continue to align graduation requirements with courses that meet A- G subject area courses. Increase student and family awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework.	1000-1999: Certificated Personnel Salaries Base $747,169	1000-1999: Certificated Personnel Salaries Base $747,169

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Canada College, etc. • Provide credit recovery for students in need of making up Ds in A-G courses.		
Action 2: • Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor.	2000-2999: Classified Personnel Salaries Base $37,500 Local Donations 2000-2999: Classified Personnel Salaries Other $115,144	2000-2999: Classified Personnel Salaries Base $37,500 2000-2999: Classified Personnel Salaries Other $115,144
Action 3: • Offer support classes for ELL Levels 1-4, as well as provide an ELD coach who can complete resource work, as well as push in support for students. • Offer small class size, including Instructional Aide support and Americorps academic support.	1000-1999: Certificated Personnel Salaries Base $457,049	1000-1999: Certificated Personnel Salaries Base $457,049

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were grateful for our Advisory class and schedule. In response to 100% distance learning we organized the schedule such that students would have the opportunity to meet with their advisors daily, at the end of their core academic courses. This allowed for advisors to check-in, provide academic monitoring and much needed SEL support. We also extended our ELD course, allowing the ELD teacher access to newcomers both in the morning for English/ELD and the afternoon for a special newcomer advisory designed specifically for this distance learning time period. Throughout distance learning, we continued to provide parent information sessions per grade level to better prepare families and students to understand transcripts, grades, GPA, A-G courses, college applications,

financial aid, etc. We continued our partnership with local community college, Foothill College, to offer college classes to our students. We also submitted three applications for new A-G level courses we are adding to our master schedule.

We extended Google voice numbers to both of our school counselors, allowing for easier access. School counselors also joined classes and worked in breakout rooms during core classes, anytime it was difficult to find a student during assigned appointments. In short, the 100% distance learning format made it challenging to provide the kind of college and career counseling that we typically offer. Nonetheless, we continued to schedule school counseling and college/career "circuits" as part of the Advisory schedule, ensuring that students who were present in class, still had access to all required information for their graduation and post-graduate planning. Additionally, all seniors were enrolled in Senior Seminar, a course that supports the application and financial aid process senior year. This year, we also worked to streamline our placement process for advanced level classes with the hope of increasing access and removing bias in the recommendation process. Instead of basing placement on grades and teacher recommendations, we opened all advanced level classes in English - and hopefully in the future for Math and Languages - to students with interest. We created clear presentations for students to help them understand the expectations and workload and let them select into the class if interested.

Completing the required steps towards graduation, preparation for college and beyond experienced many of the same challenges that everyone endured during distance learning. While not all students were actively participating, we were able to reach most through Advisory. We also had our Phoenix credit recovery course for students making up Ds and Fs in courses. We are also offering an expanded credit recovery over the summer, with 40 spots open for students. We were also fortunate to have the support of the classified auxiliary team and Manager of Social Services, available for home visits when there were concerns about connectivity and truancy.

Goal 5

Pupil Engagement: Create rigorous intervention plans to improve the academic success of all students to eliminate achievement disparities between student subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of students referred for Pre-SST per ADA collaboration days. **19-20** Maintain referrals to 8-10% **Baseline** 27 referrals in 2015-2016 25 referrals in 2016-2017	
Metric/Indicator Number of students referred for therapeutic counseling **19-20** Maintain referrals to 8-10% **Baseline** 27 referrals in 2015-2016 25 referrals in 2016-2017	
Metric/Indicator Number of students participating in office hours.	

Expected	Actual
19-20 Increase participation by 10% **Baseline** 5-15 students in average after school office hours	
Metric/Indicator Number of students participating in after school tutoring. **19-20** Increase participation by 10% **Baseline** 15-25 students in average after school office hours	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: • Provide time weekly for teachers to meet and sit down and analyze student data and report data to administrative areas. Follow up includes conversations and action items for topics to discuss during Advisory. • Utilize advisory model to intervene with every student including holding grade-level team meetings with students and parents.	2000-2999: Classified Personnel Salaries Base $100,000	2000-2999: Classified Personnel Salaries Base $100,000
Action 2: • Utilize Americorps staff to help work with individual students before, during, and after school. • Work with 1EPA to provide drug and alcohol cessation and prevention programs for students.	4000-4999: Books And Supplies Base $5,000 4000-4999: Books And Supplies Federal Funds $35,000 4000-4999: Books And Supplies Other $18,000	4000-4999: Books And Supplies Base $5,000 4000-4999: Books And Supplies Federal Funds $35,000 4000-4999: Books And Supplies Other $18,000
Action 3: • Utilize wrap-around services provide by Stanford University to EPAA students, including support from Lucille Packard Children's Health Services.	$40,000 Community 5000-5999: Services And Other Operating Expenditures Other $40,000	5000-5999: Services And Other Operating Expenditures Other $40,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Beginning, ironically, during the pandemic, we launched an intensive redesign of our model for student support and intervention services. Bringing together our mental health team, our school counselors, SPED teachers and administrators, we started to design a multi-tier, multi-domain system of support (MTMDSS) in an effort to streamline our supports and to use data to guide our work. Initially, we met for 2-3 hours at a time to create data cutpoints and system action steps; this year, despite the pandemic, we began to meet biweekly in Tier 2 and Tier 3 groups to look at data and provide support for our students. Challenges to testing out our model in a pandemic were many. They included having a hard time tracking down students who were not attending class or answering phones, and being limited in the kinds of supports we could provide in any area from a distance, or through zoom. Nevertheless, we persisted in our efforts to test our new system even as we were trying to build it. We used the A2A attendance tracking system to identify students who were frequently or chronically truant. Combined with our IC program, we were able to generate long-term data and also weekly data to identify any students whose attendance patterns changed week to week. Using this data we were able to identify students who needed academic, tech, or social-emotional supports. Simultaneously, we considered quarterly progress reports and grade data and over time our process enabled us to communicate more as a team to share information. Supports we offered included on-campus cohorts, weekly check-ins, counseling and therapy, home visits, virtual office hours. We have learned that we'd like to continue to grow our Tier 2 group and intervention options.

We also continued developing our academic intervention program this year, with two teacher .2s pulling ELA and math data to pull and run small group interventions throughout the week. Challenges to this program were around scheduling - our intervention teachers could only provide intervention support during their prep times - and thus were constrained by student schedules in their ability to pull students. Thus, we weren't able to provide support to all who demonstrated need, but this learning prompted us to make master schedule changes for next year to create a dedicated intervention time across the school. We also increased ELD supports for our newcomer students; this year they met with their ELD teacher daily and also met in an advisory as an affinity advisory. They were also offered an in-person opportunity to meet with their teacher several times a week. These extra supports helped the newcomer students find a safe space at school, while receiving supports for academic success.

Our Advisory program is the backbone of our program and is a space where we are able to provide social-emotional support and safety, while also pushing students in their academics and preparing them for college. We increased Advisory time this year, knowing all students would need more personal time to check-in and feel safe throughout the pandemic.

Goal 6

School Climate: Implementation of a Three-Tiered Positive Behavior Intervention and Support system, supported by Restorative Justice practices. With the specific goal of promoting positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, and expulsion rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the % of students on track to graduate on time per credit accumulation. **19-20** Increase the percent of students earning credits by 3% of prior year. **Baseline** 2015-2016: 9th – 88.8%; 10th – 84.2%; 11th 87.1%	
Metric/Indicator Decrease the % of students earning a behavioral referral or suspension or expulsion. **19-20** Decrease the percent of students earning suspensions and expulsions by 10% of prior year. **Baseline** Suspensions from 2013-14 thru 2015-2016 were 19, 26 and 6.7. Expulsions for the same time frame were 0, 2 and 4.	
Metric/Indicator Increase the % of students graduating from the senior class.	

Expected	Actual
19-20 Increase the percent of students earning their high school diploma per the cohort by 10% of the prior year. **Baseline** 2014: 96.7%; 2015: 92.2%; 2016: 97%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Fund and maintain programs (e.g., mental health services, Restorative Justice) to reduce suspensions and implement programs that serve as alternatives to suspension.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $175,133 1000-1999: Certificated Personnel Salaries Base $193,135	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $175,133 1000-1999: Certificated Personnel Salaries Base $193,135
Action 2: • Maintain support programs to improve daily attendance at all sites, including the employment of a full-time attendance clerk. • Use campus aids, advisors, community liaisons, and parent coordinator to support positive attendance.	2000-2999: Classified Personnel Salaries Base $449,004	2000-2999: Classified Personnel Salaries Base $449,004
Action 3: • Continue to train on Restorative Justice practices and supports.	1000-1999: Certificated Personnel Salaries Base $163,841 1000-1999: Certificated Personnel Salaries Other $203,967	1000-1999: Certificated Personnel Salaries Base $163,841 1000-1999: Certificated Personnel Salaries Other $203,967

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Perhaps one of the ways the pandemic affected schools the most was the lack of in-person behavior issues required to be addressed. We did not have behavior referrals or knowledge of students' activities because sadly, we were not able to see them in person. When behavior issues - zoom bombing, online bullying - arose, we engaged restorative practices to resolve them. For example, early in the year, two ninth graders engaged in some hurtful behavior online and we brought in both students and families to participate in a restorative conference. We learned that the two girls had been in conflict for years and this was the first time they had been in the same room with their families to resolve the issue. After talking it through and coming up with mutual agreements, we did not have an issue between the two girls the rest of the year. Must of behavior support was through prevention this year: creating clear schoolwide presentations and agreements about the importance of community safety during these challenging learning circumstances, setting up authorization and waiting room settings to prevent zoom bombing, and planning monthly solidarity townhalls to discuss current events and build strength as a community. Our campus aides and restorative justice coordinator saw their jobs change drastically this year as they shifted from responding to in-person needs to making phone calls and conducting health and security screens. This was a huge challenge for the team as their work responsibilities shifted into areas outside their comfort or strengths.

We also spent a lot of time revamping our attendance processes. In weekly attendance meetings, we analyzed several forms of attendance data - cumulative data provided from A2A and weekly data through IC - to identify students in need. The struggle with providing support for attendance was that students who were not attending school were often unlikely to answer their phones - and home visits were at times unsafe due to the high COVID rates in our community. It was challenging to track down students who were chronically truant. Additionally, students often refused the services (in-person cohorts, therapy) that we were able to offer. However, these attendance meetings also allowed us to gather information about students who needed technology support, had wifi issues, or were struggling financially or in other ways; we were able to provide supports according to these needs, including offering hotspots, laptops, relief funds, or access to a health van. As we continued to develop our MTMDSS process, we began to use attendance as one data point into a system of supports provided by more than the attendance team and we will continue to build in this way going forward.

Goal 7

Course Access: Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of students who are passing their exhibitions after the first time. **19-20** Increase the number of students passing exhibition by 10% more than the previous year. **Baseline** Baseline is TBD based on current passing rates for spring 2017.	Due to the pandemic we were unable to implement exhibitions in the same way as years past. We changed exhibition to align with the final Advisory benchmark. We also followed the district pass/not pass guidelines, making it difficult to implement our traditional rubric for judging exhibitions. Students who completed and passed their final Advisory benchmark were then given a simple "pass" for their exhibition. As a result, we did not implement our traditional "pass, pass with honors, pass with distinction, or pass with contingencies" rubric.
Metric/Indicator Number of students who are passing their exhibition with honors or distinction. **19-20** Increase the number of students passing exhibition with honors or distinction by 10% more than the previous year. **Baseline** Baseline is TBD based on current passing rates for spring 2017.	Due to the pandemic we were unable to implement exhibitions in the same way as years past. We changed exhibition to align with the final Advisory benchmark. We also followed the district pass/not pass guidelines, making it difficult to implement our traditional rubric for judging exhibitions. Students who completed and passed their final Advisory benchmark were then given a simple "pass" for their exhibition. As a result, we did not implement our traditional "pass, pass with honors, pass with distinction, or pass with contingencies" rubric.
Metric/Indicator Number of students passing Advisory and all related requirements the first time. **19-20**	Due to the pandemic students were allowed a pass/not pass grading structure. As a result the measure of grading or "passing Advisory" was not a fair representation to measure against.

Expected	Actual
Increase the number of students passing Advisory by 10% more than the previous year. **Baseline** Baseline is TBD based on current passing rates for spring 2017.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: • Provide built-in collaboration time during weekly staff development. • Provide ongoing professional development on differentiated instruction and the CCSS.	1000-1999: Certificated Personnel Salaries Base $86,119 1000-1999: Certificated Personnel Salaries Other $273,367	1000-1999: Certificated Personnel Salaries Base $86,119 1000-1999: Certificated Personnel Salaries Other $273,367
Action 2: • Advisors align curricula and Advisory Program during prep periods, and designated times for staff collaboration. • Exhibition teams align rubrics and plan exhibitions during collaboration time. • Provide release period for teacher advisory lead to facilitate/coordinate all things advisory.	1000-1999: Certificated Personnel Salaries Base $210,956 1000-1999: Certificated Personnel Salaries Other $65,160	1000-1999: Certificated Personnel Salaries Base $210,956 1000-1999: Certificated Personnel Salaries Other $65,160

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Before the pandemic, we began a schoolwide creation of a graduate profile and a shift to project-based learning and defense of learning presentations. We continued this work during the year through monthly PDs and consultation with our advisor from Envision Schools. We also engaged in PD around project-based learning, though this paused during the year and will pick up more intentionally in the fall when we are back in person. We also began intense work around anti-racism and anti-bias, working with another consultant to guide us through monthly PD sessions and discussions around white supremacy culture and affinity groups. We look at all the work we do under this umbrella of anti-racist pedagogy with the aim of creating a school where students are empowered by their own identities. We believe that before we can design critically conscious, student-driven projects, we must invite our team to do our own internal work. The graduate profile work culminated this year in our first iteration of student presentations across the school. This was an important experience for the team, as teachers struggled to buy-in to the shift toward a graduate profile. After seeing and judging student presentations at the end of the year, teachers were more open to examining their own practices and considering ways they could shift instruction to support the profile and the defense of learning in their classrooms. Teachers were also able to reflect on the many ways they had already been implementing and trying project based learning throughout the year, even from a distance. Some projects highlighted during defense of learning presentations included: the World History genocide project, the Geometry campus redesign, and the Biology anti-racism PSA among many others.

In addition to weekly PD sessions around PBL, Graduate profile and anti-racism, we also gave department teams time to work together on vertical alignment, department goals and sometimes much needed team-building. The Advisory leads were also given release time to plan future advisory curriculum and to attend PD about Standards-Based Grading, which many classroom teachers also chose to attend - and which aligns closely with our work around equity and graduate profile work.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Per local health orders we only had very limited in-person offerings. School was officially on 100% distance learning, with support cohorts for students with significant special needs, such as students with IEPs, ELL students, and those who have struggled with distance learning due to the format and/or technology challenges.	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

For the 2020-2021 school year we were on a 100% distance learning format, with the exception of about 10% of our students who came on campus for cohort support of their distance learning platform.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CONTINUITY OF INSTRUCTION
ACCESS TO DEVICES & CONNECTIVITY
PUPIL PARTICIPATION & PROGRESS
DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
STAFF ROLES & RESPONSIBILITIES
SUPPORT FOR PUPILS WITH UNIQUE NEEDS

Continuity of Instruction
We pivoted rapidly to full distance learning as teachers adapted years of curriculum and instructional strategies to the online space. We offered a full schedule of courses, modified to extend Advisory in order to create space for students and advisors to connect and attend to social emotional and academic needs during this challenging and often disconnecting time. Early on, we established the importance of creating safe learning spaces by setting clear expectations for students, and supporting staff to maintain zoom settings that minimized zoom bombing or disruption of their virtual classrooms. The Vice Principal conducted socially-distanced, in-person parent conferences with all students who made online spaces less safe to make sure our entire community could continue learning together online.

We are proud to report an average of 94% average daily attendance through Zoom classes. Even as various students have moved out of the area, as far as Merced, Reno, Stockton and San Diego, they continue to stay engaged in online learning.

Our Attendance Team met weekly to gather attendance and engagement data to provide support to students who struggled to attend school virtually. The Manager of Social Services and the Attendance Clerk, as well as an extended support team of classified staff, frequently reached out via personal phone calls to survey student and family needs. Students with connectivity or tech issues were provided hotspots or Chromebooks; families worried about basic needs were provided support through relief funds. We reviewed attendance policies with families confused about the expectations, and also invited students who needed quiet space to participate in our on-campus cohorts. The Manager of Social Services conducted wellness checks and home visits for students who were unreachable through phone calls and emails.

Students who struggled with attendance were also assigned to a "crew." A member of our "Go-To Team" - Campus Security Aides, Restorative Justice Coordinator, Tech Lead - each led a crew of 10 students and reached out weekly to check-in and provide support when needed.

Support for All Students: In response to these many stressors, our team is working hard to support all students.

Our MTSS team, true to its name as the multi-tiered support system, continues to provide multiple levels of support, including through our on-campus cohorts, community partner learning hubs (BGCP, Live in Peace), big homies/little homies. Students receive outreach from advisors, our go-to team, school counselors, administrators, and administrative staff.

The MTSS team meets on a bi-weekly basis to review referrals and data (credits earned, GPA, attendance, and our recent Stanford Mental Health Team universal screener), to ensure that students' needs are being met.

As we did in the fall, we adjusted the master schedule to include advisory at the end of each school day. Because of this, EPAA has 300 daily minutes of school, which is 80 minutes longer than required. This time allows advisors to check in individually with students.

Our campus remains open for essential services: food, technology support, mental health services, and in-person learning cohorts.

Our teachers use standards-based grading and an assets-oriented approach to what students are learning, focused on "essential standards." They continue to push for high-level academic engagement as we transition from Exhibition to an abbreviated Graduate Profile.

Responding to Community Needs During the Pandemic

In low-income communities like East Palo Alto, the COVID-19 pandemic has not only posed risks to our community's overall health and well-being, it also exposed the stark realities of systemic inequities. EPAAF partnered with several organizations (listed below) to address the most immediate needs of our community during this uncertain time, allocating funds for students and their families' basic necessities, learning resources, and mental health.

Supporting Learning and College Preparation

Over 60% of EPAA students did not have access to the devices needed to transition to online learning and the vast majority did not have a space at home conducive for learning remotely. With additional support from Aspen Promise and Comcast, we were able to distribute 230 Chromebooks and 125 internet hotspots to ensure that all students had resources to learn during an exceptionally challenging year. To open conversations on distance learning challenges and share practical tips for study spaces and time management, we conducted four online workshops for students and their families. Not only did these workshops help us share helpful advice with our EPAA community, they also allowed us to better understand the learning experience of our students. Insights from these workshops - such as the different challenges our students face in adjusting to the pandemic and how it has been affecting their mental health - are used to inform and improve the support we provide our students.

Through the Stanford Haas Center for Public Service, EPAA students connected with online tutors to complete class assignments and prepare for advanced placement exams. In our EPAAF mentorship program, we also established Academic Support Office Hours in response to college campus closures, to provide weekly virtual tutoring in college-level content to our college scholars.

Because we couldn't gather in person as we have in past years, our school counselors pivoted to Zoom to provide important college and career support, including our Cash 4 College workshops (where our families filled out the FAFSA and CA Dream Act applications with financial aid experts), Career Day (where students met diverse professionals in tech, banking, healthcare, business, and education), and College Day "Tours" (where students heard panels and presentations from CSUs, UCs, HBCUs, and local private schools).

Ensuring Access to Safety Net Services for EPAA Students and Their Families

With layoffs, reduced working hours, and illnesses, our students and their families worried about their next meals, the threat of home evictions, and mounting utility bills. We partnered with Ecumenical Hunger Program, Second Harvest Food Bank, Boys and Girls Club of the Peninsula, and Loaves and Fishes, which help us provide food to our students and their families through food boxes and

grocery deliveries. In addition, Community Legal Services of East Palo Alto, Live in Peace, and the Legal Aid Society of San Mateo provided students' families support with navigating the rent moratorium, as well as other rental protection measures, as they contend with the economic impact of the pandemic.

EPAA teachers and staff, in solidarity with our students, also launched a grassroots fundraiser in May to provide for the emergency needs of students and families. In this "Bulldog Buzzcut Challenge," EPAA teachers and staff pledged to get buzzcuts and dye their hair once each fundraising goal was reached. The campaign received enormous support from the community, including EPAA alumni and students. Over the course of the month, we were able to raise $105,000 for the COVID-19 Emergency Fund, which we have used to help over 100 families (and counting) with rent, food, distance learning, and medical expenses. One EPAA graduate and Sonoma State scholar reflected: "We are able to have these resources to help us bring food to our table. The emergency fund helped me pursue my education by having the same focus on my classes like I did before the COVID-19, rather than looking for multiple jobs to help with groceries." One of her peers, an EPAA 11th grader noted that "this amazing emergency fund means everything to me and my family. My family was not able to make the rest of the rent and EPAAF helped my family stay in our home. Without their help, I have no idea what should have happened to me and my family."

Supporting Students' and Families' Mental Health

With increased stressors for our students, we saw a corresponding rise in students needing mental health support and experiencing physical symptoms of their stress - some to the point of vomiting and being unable to sleep. Our Manager of Social Services is onsite every day to meet with students and help them manage concerns and anxiety exacerbated by the pandemic. For students and families unable to come to campus, he schedules video conferences and phone calls, including evenings and weekends. Knowing that mental health is deeply connected with access to food, stable housing, and other necessities, he also supports them with unemployment paperwork and connects them to additional safety net services.

Additionally, our extended advisory hours provided space for whole group SEL curriculum including Break Free from Depression, a program facilitated by our school counselors and mental health team, as well as advisor led community building and one-on-one advisor-student check-ins. These advisory groups are often our entry into understanding and supporting student mental health needs.

Support for Students with Unique Needs

Support for ELL Students: To immediately address this gap, we have increased support for our ELL students through the following ways:
doubling the capacity of our Bilingual Resource Teacher;

creating smal intervention groups; bringing on an intern admin to support with intervention groups

sustaining a English support course for 9th grade;

expanding to co-taught English courses for 10th and 11th grade;

hiring an Instructional Aide for newcomer students (Keila Rodriguez, a Class of 2017 graduate and current SFSU senior); and

training 60% of teachers and 100% of our Social Studies department in Constructing Meaning by EL Achieve, a highly effective professional development on best practices for ELL students, as well as providing continued professional development with Kelly Smith around best practices and aligned curriculum for English Language Development standards.

Distance Learning Professional Development
We continued to push toward our long-term professional development goals despite the challenges of distance learning. In the fall, staff members attended a full week of professional development focused on virtual teaching strategies to prepare for zoom teaching, and have utilized various technologies including, but not limited to Pear Deak, Desmos, Jamboard, and collaborative Google documents to support student engagement and learning. We continued to make progress on our Graduate Profile and Defense of Learning presentations through our partnership with Envision schools; every month we worked to deepen staff understanding and application of the six Graduate Profile competencies we worked to define as a team last year.

This year, we have also continued to push forward in anti-bias, anti-racist work and pedagogy. Over two-thirds of the team participated in voluntary summer and fall anti-racist book groups that culminated in a whole group presentation of learning. The Diversity, Equity and Inclusion council on campus met monthly to continue conversation and push equity-focused policies and practices at EPAA. We also hired an equity consultant who has begun to lead the team in deep internal and interpersonal work to reflect upon and dismantle white supremacy culture at our school. In the summer and next fall, we will begin design work with a design consultant to build upon this interpersonal work to create lasting systemic change.

We also realized that during distance learning, our staff also needed time to reconnect; we built in time for mindfulness and stretching in our professional development sessions. We also facilitated at least one PD session per quarter to talk, play games and build relationships; these sessions gave the team much-needed time to be in community together.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Callahan Consulting & Ready Set Excel for support in math test design, administration, scoring, reporting, and teacher professional development and coaching.	0	0	No
Support monies for sites (e.g., coaches, release periods for Algebra and Geometry teachers, smaller class sizes, etc.)	0	0	No
Kelly Smith Consulting for support in English test design, administration, scoring, reporting and teacher professional development and coaching.	0	0	No
Math Instructional Coach at the District Office	0	0	No
English Instructional Coach for ELA/Reading at the District Office working with English department at EPAA.	0	0	No
Coordinator for English Learners and Literacy at the District Office working with EL and LTEL intervention team.	0	0	No
Contract with School City, Inc. for support in test design, administration, scoring and reporting.	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Despite popular rhetoric and concern over learning loss during distance learning, we were pleased that our district-wide ICA assessment results told a more hopeful story. Administered over the past three years, this assessment tests the same nine focus standards each year. Administered in Fall 2020, 9th and 10th-grade, students answered 42% correct on the ELA portion, which is a 17.4% gain from the previous year's scores. 11th and 12th graders scored 35.1% correct, which is a 2.9% gain from the 2019

assessment. In the math portion, scores also trended upward in most categories, demonstrating no evident learning loss after several months of distance learning.

As part of the SUHSD we were able to benefit from the myriad supports provided district-wide. Additionally, EPAA had the following expenses related to our GEER, CRF, ESSERF, SB117, and Prop 98 Learning Loss:
$17,520 for Books/Texts
$2,802 for Ergonomic supports for the home offices of students and teachers
$79,988 for ongoing professional development and support
$18,693 for instructional supplies
$33,513 for PPE-Supplies
$109,085 for Chromebooks and related Tech Support
$20,000 for overtime for Classified & Certificated Staff (tutoring, collaboration, home visits, parent meetings, etc.)
$97,002 for 25% of 5 months to support staff working with challenges related to the pandemic (tech support, home visits, mental health support, etc.)
$33,000 Summer School Expansion of more courses/teachers
$32,962 Jan-June 2021 of Tech: Google Voice, cell stipend, & hot spots
$33,000 Instructional Aide for Newcomers

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

There are multiple ways that the school has been successful in monitoring Mental Health and Social-Emotional Well-Being among our students. In 2020-21 EPAA launched its MTSS (Multi-Tier Systems of Support) Team. The team was created to have school representatives from multiple disciplines; administrators, school counselors, SPED teachers, and therapists to discuss student needs and support systems that are available for students to be connected to. A school SDQ (Strengths and Difficulties Questionnaire) Survey was also created to better understand the individual/group needs and create support groups to address the school mental health needs and social emotional well-being. As a result, student support groups and parent workshops were designed to address such needs. These tools have created success in how we now look at student needs and transition them to student support groups and created parent workshops that are focused on the needs of the school.

An additional way that we are successfully monitoring the mental health and social and emotional well-being is through having one counseling referral. The referral allows a process that school counselors identify the student needs and later assign them to a therapist if needed. A bi-weekly Mental Health Team meeting is scheduled to discuss, present cases, and discuss progress or additional supports that might be needed.

Challenges that we are currently facing is the lack of physical interaction with the students and the students not having a personal space when having their sessions. Students have reported to be interested in counseling services, but are reluctant due to not having that personal interaction as they do not know if they will build a relationship with their counselor. Also, students who are open and willing to participate in services struggle in either initiating or maintaining services due to the lack of personal space when having their sessions. Student's have also voiced that financial stressors, staying home all day, and virtual classes have taken a toll on them and at times adding one more thing is difficult to maintain.

Other efforts to support students' social and emotional well-being include out reach on student "crews" led by the Go-To Team: campus security aides, the Restorative Justice Coordinator, and our Technology Specialist. These crews were created based on attendance and academic data and updated monthly. The Go-To team conducted weekly check-ins to provide academic support, and to learn more about students' social and emotional health. When concerns arose, they referred them to the counseling team through the process listed above. Often times, Go-To team members were able to reach students that were otherwise difficult to get a hold of. This team also created cards and care packages that were delivered to students. Individual advisors and grade level teams also created care packages for their advisees and grades in an effort to build community and safety in disconnecting times.

Beginning this year, we hosted monthly virtual townhalls focused on themes of solidarity and connection. We held a general solidarity townhall to set the foundation of anti-racism and community power. Then we planned townhalls for: Latinx History Month, Black History Month and an upcoming one for Asian History Month. We invited guest speakers including award-winning poet Carlos Andres Gomez, East Palo Alto City Council Member Lisa Gauthier, and the San Francisco Gay Men's Choir. We also conducted several

"Family Days" during which the Leadership class led the entire school in grade level competitions, staff dance offs and more fun and upbeat community building. These community-wide efforts also supported student mental health and social emotional well-being by helping students stay connected.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our Attendance Team met weekly to gather attendance and engagement data to provide support to students who struggled to attend school virtually. The Manager of Social Services and the Attendance Clerk, as well as an extended support team of classified staff, frequently reached out via personal phone calls to survey student and family needs. Students with connectivity or tech issues were provided hotspots or Chromebooks; families worried about basic needs were provided support through relief funds. We reviewed attendance policies with families confused about the expectations, and also invited students who needed quiet space to participate in our on-campus cohorts. The Manager of Social Services conducted wellness checks and home visits for students who were unreachable through phone calls and emails.

Some challenges to outreach efforts specifically for the attendance team were with chronically absent or truant students. It sometimes proved to be difficult to reach families, despite utilizing all methods of contact: phone, text, email, emergency contacts, and home visits. Inability to reach students or see them in person made it particularly difficult to provide support though needed.

Other outreach efforts included student "crews" led by the Go-To Team: campus security aides, the Restorative Justice Coordinator, and our Technology Specialist. These crews were created based on attendance and academic data and updated monthly. The Go-To team conducted weekly check-ins to provide academic support, and to learn more about students' social and emotional health. When concerns arose, they referred them to the counseling team through the process listed above. Oftentimes, Go-To team members were able to reach students that were otherwise difficult to get a hold of. This team also created cards and care packages that were delivered to students. Individual advisors and grade-level teams also created care packages for their advisees and grades in an effort to build community and safety in disconnecting times. We also attempted to pair students with mentors and mentees through our Big Homie/Lil Homie program. We were able to support Big Homie volunteers but had a hard time finding younger mentees to participate or respond to their older peers. The inability to build relationships in person and students' reluctance to attend one more zoom meeting created challenges to any additional programming or support we attempted to offer.

Beginning this year, we hosted monthly virtual townhalls focused on themes of solidarity and connection. We held a general solidarity town hall to set the foundation of anti-racism and community power. Then we planned townhalls for Latinx History Month, Black History Month, and an upcoming one for Asian History Month. We invited guest speakers including award-winning poet Carlos Andres Gomez, East Palo Alto City Council Member Lisa Gauthier, and the San Francisco Gay Men's Choir. We also conducted several "Family Days" during which the Leadership class led the entire school in grade-level competitions, staff dance-offs and more fun and

upbeat community building. These community-wide efforts also supported student mental health and social-emotional well-being by helping students stay connected.

We continued to offer our regular array of parent/guardian outreach programs:

- Monthly Morning and Evening Parent/Guardian SSC/ELAC Meetings
- Monthly Bulldog Way Awards and Recognition
- Grade Level School Counselor Meetings
- LCAP Family Night
- Implementation of Family University (including a variety of educational workshops)
- Cash for College (to support the FAFSA and CADA completion)

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continued to be open to families during the pandemic for food distribution. We provided meals in conjunction with the slow re-opening for tech support, mental health support, and food distribution. As one of the few campuses of SUHSD open in East Palo Alto (EPA) we remained open to families, first only two times a week per county mandate, to then five days a week, throughout the summer. It was only the second semester of 2020-2021 that we stopped serving family meals to the community from our campus. We did however, direct any families in need of meals to our district central kitchen in Redwood City. As soon as we were able to open cohorts of students (roughly 10% of our student population) we also provided breakfast/snack and lunch to all students here on campus.

We communicated with families about the family meal distribution to all children under 18 years of age through social media, email, and all calls. It was unfortunate that we had very few families coming for the meal distribution, despite knowing that East Palo Alto struggled during the pandemic. For example, at one point in December 2020, the per capita positive COVID rate of EPA was 6%, while it was only .90% in neighboring Atherton and only 1.60% in Menlo Park. In February 2021, the Covid positive rate for EPA was up to 14.38%, significantly more than neighboring Atherton at 2.49% and Redwood City at 5.93%. With our neighboring CBO (Community Based Organization), Boys and Girls Club of the Peninsula offering hot food and fresh groceries every night, it was clear that most of our families preferred the food distribution of our neighbors. This was perhaps the most evident reason for the small numbers of families coming to our SUHSD based food distribution.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

It is clear that our 2021-2024 LCAP is focused on engaging students, providing clear supports for both SEL and academics, as we work to transition students back to on-campus full in person learning for the 2021-2022 school year.
We benefited from our strong wraparound services, small class size and access to an advisory program for all students. We are committed to providing these programs for all EPAA students. The ability to meet the needs of the whole child was paramount to our ability to maintain strong relationships and support for our students.

Most of our staff and teachers were already engaging students using Desmos, Google Classroom and Nearpod. The pandemic allowed all staff to get up to speed using these programs and encouraging very concrete engaging lesson platforms that could translate well for in-person learning. We also invested heavily in the on-going professional development of our teachers around PBL (Project Based Learning), and engaging students in deep reflective learning based on our Graduate Profile and the Defense of Learning Exhibition. Most important was our deep dive in the work of DEI (Diversity, Equity, and Inclusion) to support our students during what is coined as the "second pandemic" around our country's struggles with issues of racism, and inequity. Finally, we continued to invest in the work of MTSS, allowing us to strategically invest in our wraparound services and school counseling team. We will continue to invest in the on-going professional development of all teachers and staff in these aforementioned areas. As part of our Extended Learning Opportunities Grant, we are also working with community based organizations, in partnership to support credit recovery options, expanding our summer school and summer bridge programming. Our goals and actions for the 2021-2024 LCAP are squarely centered on hiring and supporting strong staff who are implementing quality curriculum, through the support of our community partners, and a variety of strong contracted services for on-going professional development. We are also committed to

expanding our reach with our families and community partners, supporting our ELL students and continuing to positively impact the number of our EPAA graduates persisting in college and universities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

You will find in our 2021-2024 LCAP that we are measuring learning and learning loss specifically using both the state, district, and local assessments. We will also continue to monitor students success towards meeting IEP goals, and success in our graduate profile based defense of learning exhibition.
Teachers will continue to implement the formative assessment tools made available using School City, Desmos, Google Classroom, and Nearpod as additional resources.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

It is clear that our 2021-2024 LCAP is focused on engaging students, providing clear supports for both SEL and academics, as we work to transition students back to on-campus full in person learning for the 2021-2022 school year.
We benefited from our strong wraparound services, small class size and access to an advisory program for all students. We are committed to providing these programs for all EPAA students. The ability to meet the needs of the whole child was paramount to our ability to maintain strong relationships and support for our students and families.

Most of our staff and teachers were already engaging students using Desmos, Google Classroom and Nearpod. The pandemic allowed all staff to get up to speed using these programs and encouraging very concrete engaging lesson platforms that could translate well for in-person learning. We also invested heavily in the on-going professional development of our teachers around PBL (Project Based Learning), and engaging students in deep reflective learning based on our Graduate Profile and the Defense of Learning Exhibition. Most important was our deep dive in the work of DEI (Diversity, Equity, and Inclusion) to support our students during what is coined as the "second pandemic" around our country's struggles with issues of racism, and inequity. Finally, we continued to invest in the work of MTSS, allowing us to strategically invest in our wraparound services and school counseling team. We will continue to invest in the on-going professional development of all teachers and staff in these aforementioned areas. As part of our Extended Learning Opportunities Grant, we are also working with community based organizations, in partnership to support credit recovery options, expanding our summer school and summer bridge programming. Our goals and actions for the 2021-2024 LCAP are squarely centered on hiring and supporting strong staff who are implementing quality curriculum, through the support of our community partners, and a variety of strong contracted services for on-going professional development. We are also committed to expanding our reach with our families and community partners, supporting our ELL students and continuing to positively impact the number of our EPAA graduates persisting in college and universities.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	4,809,638.00	4,809,638.00
Base	2,562,475.00	2,562,475.00
Federal Funds	35,000.00	35,000.00
Other	810,407.00	810,407.00
Supplemental and Concentration	1,401,756.00	1,401,756.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	4,809,638.00	4,809,638.00
1000-1999: Certificated Personnel Salaries	4,006,490.00	4,006,490.00
2000-2999: Classified Personnel Salaries	701,648.00	701,648.00
4000-4999: Books And Supplies	58,000.00	58,000.00
5000-5999: Services And Other Operating Expenditures	43,500.00	43,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,809,638.00	4,809,638.00
1000-1999: Certificated Personnel Salaries	Base	1,967,471.00	1,967,471.00
1000-1999: Certificated Personnel Salaries	Other	637,263.00	637,263.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,401,756.00	1,401,756.00
2000-2999: Classified Personnel Salaries	Base	586,504.00	586,504.00
2000-2999: Classified Personnel Salaries	Other	115,144.00	115,144.00
4000-4999: Books And Supplies	Base	5,000.00	5,000.00
4000-4999: Books And Supplies	Federal Funds	35,000.00	35,000.00
4000-4999: Books And Supplies	Other	18,000.00	18,000.00
5000-5999: Services And Other Operating Expenditures	Base	3,500.00	3,500.00
5000-5999: Services And Other Operating Expenditures	Other	40,000.00	40,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	3,500.00	3,500.00
Goal 2	1,098,320.00	1,098,320.00
Goal 3	332,274.00	332,274.00
Goal 4	1,356,862.00	1,356,862.00
Goal 5	198,000.00	198,000.00
Goal 6	1,185,080.00	1,185,080.00
Goal 7	635,602.00	635,602.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		