

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Palo Alto Academy

CDS Code: 126722

School Year: 2024-25

LEA contact information:

Amika M. Guillaume

Principal

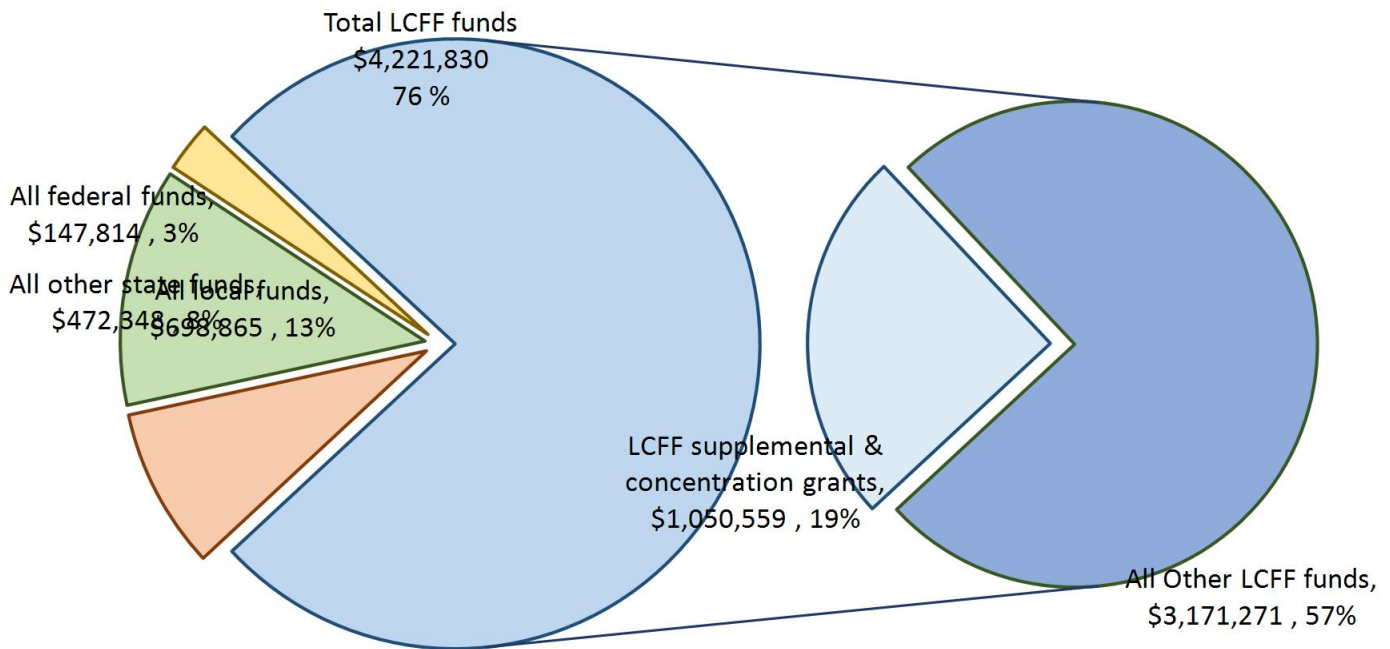
aguillaume@seq.org

650.839.8900

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

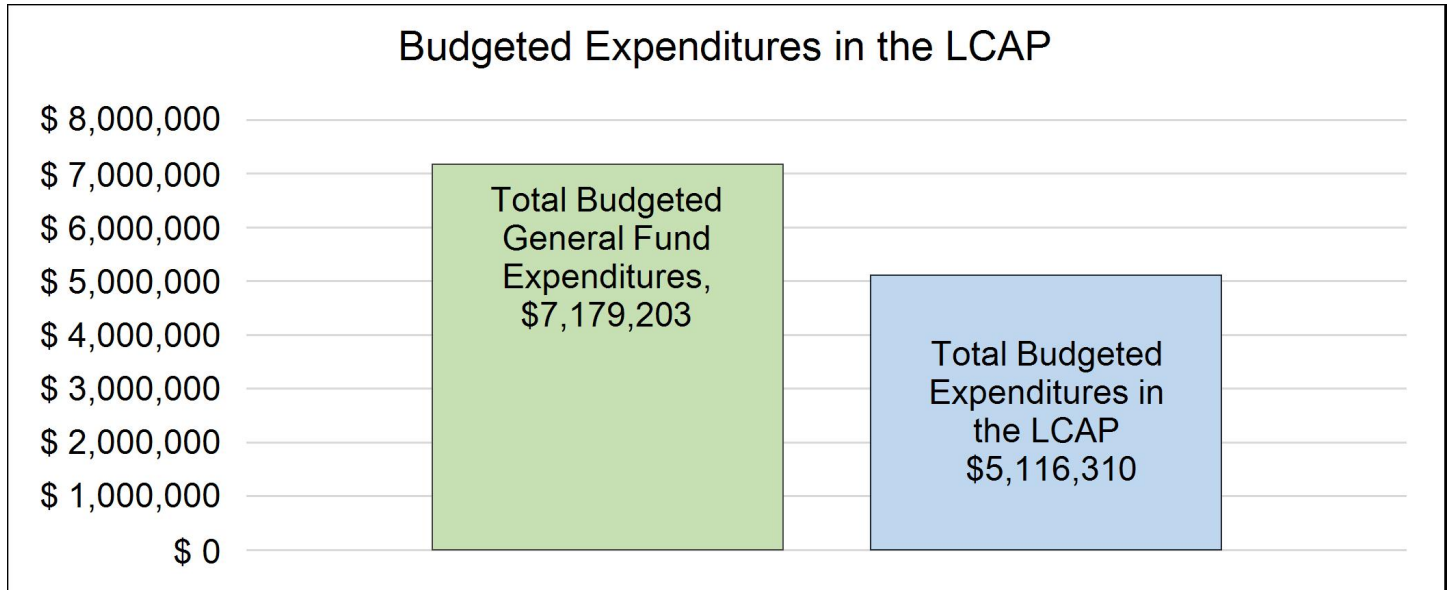


This chart shows the total general purpose revenue East Palo Alto Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Palo Alto Academy is \$5,540,857, of which \$4,221,830 is Local Control Funding Formula (LCFF), \$472,348 is other state funds, \$698,865 is local funds, and \$147,814 is federal funds. Of the \$4,221,830 in LCFF Funds, \$1,050,559 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much East Palo Alto Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Palo Alto Academy plans to spend \$7,179,203 for the 2024-25 school year. Of that amount, \$5,116,310 is tied to actions/services in the LCAP and \$2,062,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

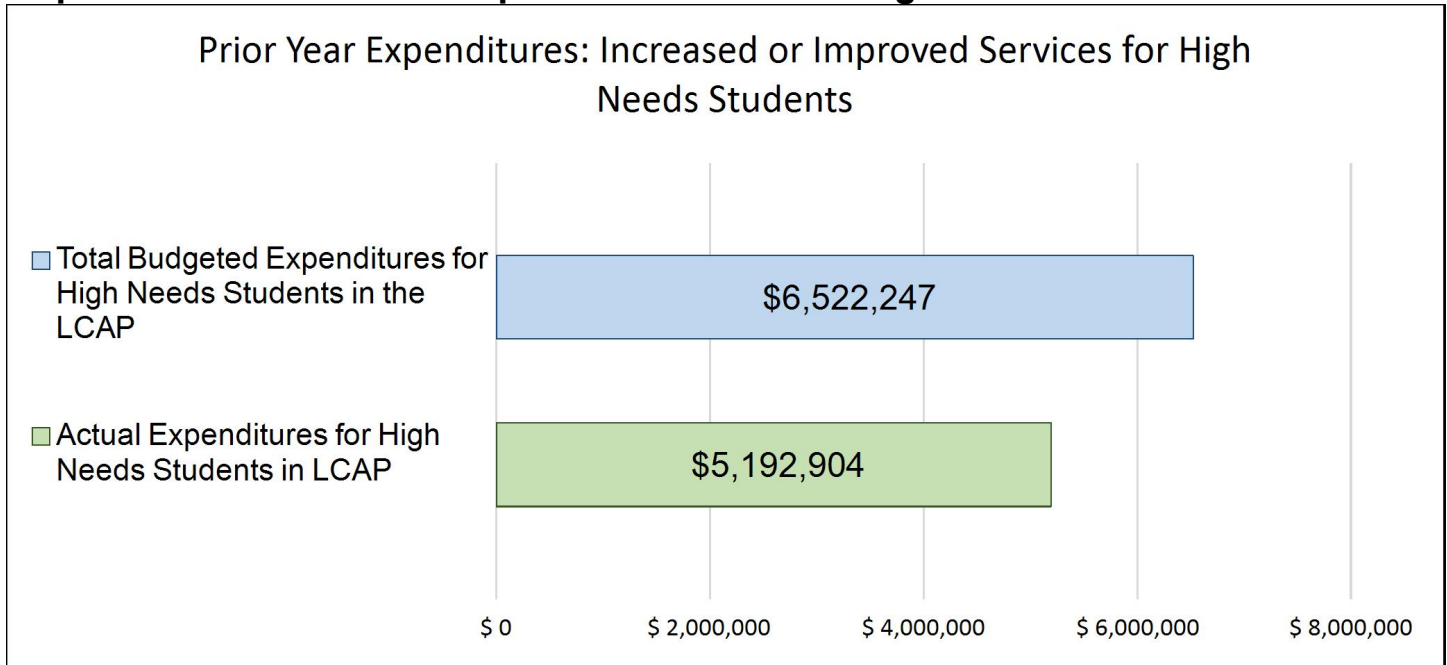
General operating expenses for the school, administrator salaries, STRS on behalf cost etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, East Palo Alto Academy is projecting it will receive \$1,050,559 based on the enrollment of foster youth, English learner, and low-income students. East Palo Alto Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Palo Alto Academy plans to spend \$4,080,505 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what East Palo Alto Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Palo Alto Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, East Palo Alto Academy's LCAP budgeted \$6,522,247 for planned actions to increase or improve services for high needs students. East Palo Alto Academy actually spent \$5,192,904 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,329,343 had the following impact on East Palo Alto Academy's ability to increase or improve services for high needs students:

Actuals expenses to support services for high need students is more than supplemental and concentration grant received in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed and appropriately assigned [Priority 1]	96%	100%	96%	96% (one SPED Teacher Intern)	100%
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	77% of highly qualified cert. staff returning, with the new hires maintaining the 54% BIPOC goal.	80% of highly qualified cert. staff returned for 2022-23 SY., with 73% Certi. BIPOC Teachers	82% of highly qualified cert. staff returned for 2023-24 SY., with 73% Certi. BIPOC Teachers	90% of highly qualified certificated staff returning of which 60% are BIPOC
Implementation of CCSS with sufficient standards-aligned instructional materials	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in ELD, ELA, mathematics, and NGSS for all students [Priorities 1 and 2]					
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% with a note that we did support students who opted to graduate with the "130 credits" as made available by the state of California.	100% with a note that we did support students who opted to graduate with the "180 credits" as made available by the SUHSD.	100% with a note that we did support students who opted to graduate with the "180 credits" as made available by the SUHSD.	100%
Ensure that students with IEPs/504s receive the support services called for in their IEPs	100%	100%	100%	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	100%	100%	100% Able to add a few new clubs and expand existing teams.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(baseline is 10 annually).				(baseline is 10 annually).
Digital devices to support blended learning and access to online academic supports/ interventions	1:1 digital devices	Maintained 1:1 digital devices on campus and able to loan Chromebooks who needed them at home.	Maintained 1:1 digital devices on campus and able to loan Chromebooks who needed them at home.	Maintained 1:1 digital devices on campus and able to loan Chromebooks who needed them at home.	Maintain 1:1 digital devices in working order
Facilities: School facilities in “good repair” [Priority 1]	100%	100%	100%	100%	100%

Goal Analysis

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.

The only substantive difference is related to the long term absence of our Biology teacher. The teacher was covered by a long term substitute for all of second semester.

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

No material differences between budgeted expenditures and estimated actual expenditure, unless you take into account the substantive raise that was retroactive to July 2023 (7.75%).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Strengths:

- CCSS aligned, fully credential, broad course of study
- Students with IEPs getting proper services,
- Facilities in excellent condition,
- Advisory curriculum,
- Coaching with district staff (CJ of Stanford supporting in Math, TIPS and PAR coaches with weekly meetings with the teachers they support.

OK: Extracurriculars, enhanced by the monthly Road to Legendary. Addition of KINS via early college with Foothill was well attended, but the Engineering class struggled to find a Foothill professor to cover the courses.

Areas of Growth:

- teacher retention,
- 1:1 digital devices in working order,
- increasing elective/extra curricular offerings

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.

With the continued challenges related to enrollment and the impact on budget, it is hard to say what additional things we can afford for the years to come.

We aspire to continue the things that do not cost additional funding such as the work with Foothill, the CBOs related to implementing Road to Legendary, and encouraging EPAA staff to take advantage of the SUHSD professional development and coaching (TIPS and PAR).

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

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>

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 50% SED	2021-22 SBAC ELA Met/Exceeded: 23.08% Schoolwide 24.14% Latinx 23.73% SED Over 95% of 11th grade students did take the SBAC as required by the state.	2022-23 SBAC ELA Met/Exceeded: 39.44% Schoolwide 39.35% Latinx 35.09% SED Over 95% of 11th grade students did take the SBAC as required by the state.	2023-24 SBAC ELA Met/Exceeded: TBA% Schoolwide TBA% Latinx TBA% SED Over 95% of 11th grade students did take the SBAC as required by the state.	SBAC Meets/Exceeds (Green) 70% Schoolwide 70% Latinx 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%	Note this year's scoring is indicated in a different way: 9th Grade Avg. % Correct	ICA Literacy, Low SED (No SPED), Prof/Near Prof.: Reading Lit: 70% Reading Inf.: 67% Writing: 67%	TBA	9th-10th, Avg. % Correct: 2023: 30.3% 2024: 47.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11th-12th, Avg. % Correct: 2019: 32.2% 2020: 35.1%	Fall - 2021: 37.4% 46.3% Approaching Standard 10.4% Standard Met/Exceeded 10th Grade Avg. % Correct Fall - 2021: 39% 39% Avg. Percent Correct 53.2% Approaching Standard 10.1% Standard Met/Exceeded 11th Grade Avg. % Correct Fall - 2021: 33.8% 53.1% Approaching Standard 1.6% Standard Met/Exceeded 12th Grade Avg. % Correct Fall - 2021: 34.8% 35.7% Approaching Standard 11.2% Standard Met/Exceeded	List/Speaking: 76% ICA Literacy Hispanic: Prof/Near Reading Lit: 61% Reading Inf.: 59% Writing: 56% List/Speaking: 62%		11th-12th, Avg. % Correct: 2023: 37.2% 2024: 40.1%
SBAC Mathematics	SBAC Met/Exceeded (Yellow) 12% Schoolwide 12% Latinx	2021-22 - SBAC Math Met/Exceeded 3.17% Schoolwide 3.51% Latinx	2022-23 - SBAC Math Met/Exceeded 8.45% Schoolwide 9.84% Latinx	2023-24 - SBAC Math Met/Exceeded TBA% Schoolwide TBA% Latinx	SBAC Meets/Exceeds (Green) 50% Schoolwide 50% Latinx

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9% SED	3.45% SED Over 95% of 11th grade students did take the SBAC as required by the state.	7.01% SED Over 95% of 11th grade students did take the SBAC as required by the state.	TBA% SED Over 95% of 11th grade students did take the SBAC as required by the state.	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%	Note this year's scoring is indicated in a different way: 2021 (n=285) Knowledge: Strong = 4 Proficient = 108 Incomplete = 38 2022 (n=TBA) Knowledge: Strong = 7 Proficient = 65 Incomplete = 78	ICA Math for 2022-2023 % Evidence of Prof. & Strength Knowledge: 9th = 35% 10th = 45% 11th = 35% 12th = 50% Application: 9th = 25% 10th = 40% 11th = 28% 12th = 48% Communication: 9th = 30% 10th = 12% 11th = 25% 12th = 30% Hispanic ICA Math: Prof./Near Prof: Concepts: 20% Applications: 14% Communication: 27%	TBA	9th-10th, Avg. % Correct: 2023: 21.5% 2024: 23.4% 11th-12th, Avg. % Correct: 2023: 29.8% 2024: 34.7%
CAST Science	TBA	2021-22 CAST	2022-23 CAST	2023-24 CAST	TBA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBA		29.45% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.	6.94% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.	TBA% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.	
Defense of Learning Passing Rate - Seniors	80% passing with zero contingencies by Senior checkout.	95% passing with zero contingencies by Senior checkout.	64% Passed first time 22% Passed with contingencies 10% Did Not Pass 4% Re-Present	78% Passed first time 11% Passed with contingencies 11% Did Not Pass/Did Not Present	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.	Semester One 75% of seniors are in Alg. 2 or higher. 65% have a D or higher	Semester One 52% of seniors are in Algebra 2 or higher (Math Analysis/Trig) 88% have a D or higher	75% of seniors enrolled in Algebra II or higher 66% of seniors earned a D or higher at the first semester	80% of seniors complete Algebra 2 with a C or higher by graduation.
% of students making progress towards their annual IEP goals	80%	80% of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	80% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	80% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	100%

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between Budgeted Expenditure and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective:

- Release days for content teachers: Helped to develop rigor and alignment and successful common practices across departments
- Co-teaching release days for planning
- Road to Legedary once a month allowed for department teams to meet regularly.
- Defense of Learning: Increased use of language and centering on outcomes increase student familiarity with the portfolio defense,
- District level PD and coaching (TIPS and PAR)
- PD focused on portfolio defense helped staff understand and build up the portfolio defense
- Consistent SPED team has helped develop and support students in meeting IEP goals

Ineffective:

- Not enough PD focused on curriculum and instruction development (among choices for first semester, but not enough offerings for all)
- May need more PD For math instruction and curriculum; coaching with CJ has been helpful

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.

- Considerations about how we can encourage more students to take advantage of the tutoring after school or at BGCP. Is there a way to make it more "mandatory" for those who need it?
- Do we want to bring back more SBAC/CASP-P test prep to bring our scores back to pre-pandemic growth?

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

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>

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)	2021-22 ELPAC 15.57% Well Developed (Level 4)	2022-23 ELPAC 13.33% Well Developed (Level 4)	TBA	25% Well Developed (Level 4)
English Learner Progress Indicator on CA Dashboard	32.7% Making progress toward English language proficiency	2021-22 ELPI Dashboard Indicator 35.3% making progress towards English language proficiency	2022-23 ELPI Dashboard Indicator 40.8% making progress towards English language proficiency	TBA	50% Making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual English Learner Reclassification Rate [Priority 4]	3.82% Reclassification (2020-21)	8.62% Reclassification (2021-22)	14.84% Reclassification (2022-23)	TBA	15% Reclassification
English/Language Arts for EL/RFEP SBAC Internal Assessment [Priority 4]	SBAC ELA (Orange) Met/Exceeded 22% ELs 56% RFEP	2021-22 SBAC ELA Met/Exceeded 5% ELs 36.84%% RFEP	2022-23 SBAC ELA Met/Exceeded 20% ELs 60.71% RFEP	TBA	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	2021-22 SBAC Math Met/Exceeded 0% ELs 5.41% RFEP	2023-24 SBAC Math Met/Exceeded 0% ELs 17.86% RFEP	TBA	SBAC Math Meets/Exceeds 15% EL 30% RFEP
Teachers (%) trained in instructional strategies to address the needs of ELs [Priority 1 and 2]	60% teachers participating in Constructing Meaning PD	44% of our current teachers have completed the CM EL Achieve training. With additional teachers signed up for summer 2022.	Again 44% for the 2022-2023 School Year	TBA	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: 15 Active Members Membership attendance of the 15 members is 80%	We have on average 30-40 parents each month, of those only 7 are regular in their attendance.	We have on average 15-25 parents each month, of those only 8 are regular in their attendance.	Membership: Maintain 30 members Attendance: Members attending at least 90% of meetings

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective:

- hired a .4 ELD coordinator
- making progress towards English proficiency from 32.7% to 40.8%, goal is 50%
- Reclassification goal of 15% is almost, at 14.84% in 2022-2023

Ineffective:

- 60% teachers trained in Constructing Meaning, however, this dropped to 44% in 2022-2023, goal is 90%
- Math SBAC baseline for met/exceeded is 0% for EL and remained at 0%, discrepancy between passing grades and actually competency

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.

- Need curricular strategies that are schoolwide such as an increase of collaboration to develop student talk, vocabulary instruction, sentence frames (Constructing meaning application and reflection, goal setting, assessment)
- Increase number of EPAA teachers completing the Constructing Meaning training
- Setting academic goals as a school and monitoring them (e.g., ICA, redesignation, data overall)

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

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)

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%	2021-22 87% (based on ADA reports)	2022-23 89.8% per A2A (8/17/22-5/6/2023)	2023-24 90.93% per ADA Report for May 2024	97%
Chronic Absenteeism Rates [Priority 5]	22.4% Chronically Absent (2018-19 rate) UPDATE: 14.5% Chronically Absent (2019-20)	15% with less than 59% attendance 2021-2022 Q3 UPDATE: 56.1% Chronically Absent (2021-22)	38% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.	39% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.	7% Chronically Absent
High School Dropout Rates [Priority 5]	10.7% Cohort Dropout (2019-20 rate) UPDATE: 3.5% Cohort Dropout (2020-21)	4.7% Cohort Dropout (2021-22)	Estimated 3% (2 of 62) for 2022-2023	TBA	5% Cohort Dropout

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates [Priority 6]	11.7% Suspensions (2018-19 rate)	14% (Total Suspensions 2021-2022), 30 different students, for 47 different incidents. UPDATE: 2022 CA School Dashboard Suspension Rate Indicator "High" 8.6%	5% (Total Suspensions 2022-2023), 11 different students, for 12 different incidents	TBA% (Total Suspensions 2023-2024), 16 different students, for 21 different incidents	2% Suspensions
Expulsion Rates [Priority 6]	0% Expulsion (2018-19 rate)	0% Expulsion (2021-2022 rate)	0% Expulsion (2022-2023 rate)	0% Expulsion (2023-2024 rate)	0% Expulsion
Student Surveys Belonging Climate Safety [Priority 6]	85% (304/357 total) students respond to Panorama Survey (Fall 2019) Belonging 3.1 (62%) Climate 3.3 (66%) Safety 3.8 (76%)	73% (242/333 total) students responded to Panorama survey (Fall 2021) Belonging 3.2 (64%) Climate (now Supportive Relationships) 4.3 (86%) Safety (now Emotional Regulation 3.2 (64%) & Self Efficacy 3.0 (60%))	83% (242/290 total) students responded to Panorama survey (Fall 2022) Belonging: 30% School Climate: 34% School Engagement: 25% School Safety: 62%	84% (229/274 total) students responded to Panorama survey (Jan 2024 AKA Fall 2023) Belonging: 35% School Climate: 31% School Engagement: 29% School Safety: 57%	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: 15 Active Members	We have on average 30-40 parents each month, of those only 7	We have on average 15-25 parents each month, of those only 8	Membership: Maintain combined SSC/ELAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	membership of 30 members Attendance: Members participating in 75% of scheduled meetings	Membership attendance of the 15 members is 80%	are regular in their attendance.	are regular in their attendance.	membership of 30 members Attendance: Members participating in at least 80% of scheduled meetings
Parents attending academic conferences with advisors [Priority 3]	80% of parents attending academic conferences	65% (Fall Student Led Conferences), 30% on average 9th-11th attending grade level school counselor Zoom meetings.	58% (Fall Student Led Conferences), 75% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	44% (Fall Student Led Conferences), 48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	90% of parents attending academic conferences
Parents attending educational program workshops (Family University)	33% of parents attending Family University	70% senior meetings, 33% (attending 9th-11th grade level school counselor meetings scheduled thus far)	75% on average, now incorporated into the 9th-12th grade annual school counselor "mandatory" parent/guardian meeting	48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	75% of parents attending Family University
Parents participating in IEP meetings [Priority 8]	95% of parents attending IEP meetings	96% (for scheduled meetings thus far, 96% attended or requested to reschedule)	96% (for scheduled meetings thus far, 96% attended or requested to reschedule)	Estimated 96% in person 100% success rate at parental participation	100% of parents attending IEP meetings
Panorama Survey - Families (Parents/Guardians)	19% (62/332 total) families respond to Panorama Survey (Fall 2019)	No Parent/Guardian survey given Fall 2021	14% (40/290 total) families respond to Panorama Survey (Fall 2022) School Safety: 72%		80% of families respond to Panorama Survey: School Safety: 4.5 (90%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Safety: 4.2 (84%) School Climate: 4.0 (80%) Family Engagement: 2.5 (50%)		School Climate: 70% Family Engagement: 17%		School Climate: 4.5 (90%) Family Engagement: 3.5 (70%)

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Related to "chronic absenteeism": Since the pandemic attendance continues to be a challenge. Students are not experiencing negative consequences for non-attendance. Students continue to have access to coursework on-line and are able to pass classes while maintaining poor attendance. One worry is that the learned behavior related to non-attendance from the previous year worsened this year. We continue to make regular daily robo-calls for absences and tardies. The attendance team meetings bi-weekly to discuss student attendance and interventions. Home visits are made when students are absent 3 consecutive days with no parental/guardian contact with the office. We continue to use the A2A system and data to have individual attendance meetings with students and parents/guardians. The SART Process (Student Absence Resource Team) involving school counselor, parent/guardian, student and MSS, and vice principal, and case manager if it applies, started August, of the 2023-2024 school year.

Belonging/climate data dropped - What role does social media/cyber-bullying play in students' belonging/climate

Parent attendance at meetings dropped - 12 absences = F policy. Does this need to be revisited? This seemed to have affected attendance. Our school is tied to attendance, can we implement an attendance policy that may not be consistent with other district schools?
Parent attendance at meetings with counselors dropped
Parent completion of Panorama survey: Can we shorten it to make it easier to complete? Can we ask parents to complete this survey more regularly? We tried before or after SLCs and it did not help this year.

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.

Related to attendance starting in February the MSS has met with advisory grade level teams to engage them in discussions around attendance. The MSS has shared the A2A attendance summary reports by grade level to the advisors. The SART team and efforts to support the attendance team must continue.

We have discussed what language to consider for our charter renewal to encourage better attendance.

We hope to be able to have a master schedule that can support .4, more than .2 for the BRT work.

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

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>

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)	63% of all graduates have a 2.0 or above in A-G coursework	42% of all graduates have a 2.0 or above in A-G coursework	TBA based on June 2024 outcomes	90% of pupils successfully completed A-G requirements for entry to the CSU/UC system
“Prepared for College”: % of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP (Standard Met - Level 3, and	2018-2019 Met/Exceeded Mathematics: 12% ELA: 51.32%	2021-2022 Met/Exceeded Mathematics: 3.17% ELA: 23.08%	2022-2023 Met/Exceeded Mathematics: 8.45% ELA: 39.44	2023-2024 Met/Exceeded Mathematics: TBA ELA: TBA	TBA% of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP, (Standard Met - Level 3, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standard Exceeded - Level 4) [Priority 4]					Standard Exceeded - Level 4)
Cohort Graduation Rates [Priority 5]	85.7% Cohort Graduation Rate (2019-20 rate)	92% for 2021-2022 (96/104) Grad Rate (all, not cohort) 18% AB 104 (CA 130 Credits)	97% estimated for 2022-2023 (60/62) Grad Rate (all, not cohort)	100% estimated for 2023-2024 (3 students est. Aug. Grads)	100% Cohort Graduation Rate
FAFSA or CADA Completion [Priority 8]	77% Seniors completed FAFSA or CADA	84% Seniors completed FAFSA or CADA	91% (as of May 2023)	78% (as of May 2024)	90% Seniors completed FAFSA or CADA
Dual Enrollment of juniors and seniors	15% participating in dual enrollment coursework by graduation (CTE/Foothill Partnership)	20% of the juniors and seniors are enrolled in a Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or Drawing)	23% (30/133) of the juniors and seniors are enrolled in a Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or Mural Design)	31% (41/131) of the juniors and seniors are enrolled in at least one Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or KINS)	35% participating in dual enrollment coursework by graduation

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To summarize, actions supporting metrics 3, 4, and 5 have been effective while actions supporting metrics 1 and 2 have been ineffective.

- For metric 1 about A-G completion, a lower percentage of students have completed A-G completion when comparing the Baseline year and Year 2 Outcomes (56.9% v 42%)
- For metric 2 about % of pupils classified as prepared for college based on EAP ELA/Math CAASPP, a lower percentage of students have reached a level 3 or 4 in both ELA (51.32%v 39.44%) and Math (12% v 8.45%) when comparing the Baseline year and Year 2 Outcomes
- For metric 3 about cohort graduation rates, a higher percentage of students have graduated (85.7% v 97%) when comparing the Baseline year and Year 2 Outcomes.
- For metric 4, a second Cash 4 College event has been offered in the spring semester; since 2021, all seniors have access to a Senior Seminar class; for 23-24, the changes to the FAFSA impacted our students' families' abilities to submit completed FAFSAs
- For metric 5 about dual enrollment of juniors and seniors, a higher percentage of students have enrolled (15% v 23%) when comparing the Baseline year and Year 2 Outcomes

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.

An increased focus on building robust postsecondary options that are in addition to the 4-year college pathway (e.g. CTE tech fair, SS01 for non-4-year bound seniors since 2021

In 23-24, we opened up a new Dual Enrollment pathway (i.e. Kinesiology)

- Inconsistent access/offering of ENGR10
- Increased access to community college and career tech through our EPAA and community consortium and the addition of the career tech night open to ALL in our community (of all ages)

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

Goals and Actions

Goal

Goal #	Description
6	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Goals and Actions

Goal

Goal #	Description
7	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Goals and Actions

Goal

Goal #	Description
8	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Goals and Actions

Goal

Goal #	Description
9	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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.

2023-24: Serving approximately 280 students from the community, EPAA's demographics include 85% of our students who qualify for free or reduced-price lunch (FRPM), with 80% of our students considered Title I students. We have 34% English Learners (EL), and 12% students with disabilities (SWD). Our ethnic composition is 87% LatinX/a/o, 5.7% African American, 6.6% Pacific Islander, 0.3% Two or More "races", and Asian or White students comprising less than 1%. For the 2022-2023 school year .9% of our students qualified for Independent Studies.

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, with 69% of our students on track to be the first in their families to graduate from high school, and 87% of our students the first in their families to be college-bound. 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: Annual Performance

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

We are gradually recovering from the pre-pandemic SBAC/CASP-P data. College and career preparedness data based on these annual assessments of our 11th graders continue to be a challenge, with rates moving from 30.9% (orange) to 28.3% (white). However, we have

increased students' access to CTE pathways for 2023-2025 by adding the well-attended Kinesiology pathway with Foothill College. ELA scores improved from 64.7 points below standard to 41.1 points below standard in 2023. Math scores also improved slightly, from 171 points below standard in 2022 to 161 points below standard in 2023. Pre-pandemic, our post-secondary students (college and career scholars) were persisting at 85%, but this has since dropped to 80%. Despite this decline, our persistence rate remains well above the national average of 50% for all college and career students and significantly above the 15% average for first-generation students in post-secondary programs nationwide.

Suspension rates have declined, aligning with some of the positive, albeit incremental, trends observed in the annual Panorama student survey. These trends include improvements in students' sense of belonging, school engagement, supportive relationships, and cultural awareness and action, with the latter being our strongest area of growth.

Effective initiatives at EPAA have included several strategies to enhance academic rigor, alignment, and collaboration across departments. Release days for content teachers have been instrumental in developing rigorous, aligned, and successful common practices. Similarly, co-teaching release days have provided valuable planning time, while the monthly Road to Legendary sessions have facilitated regular department team meetings. The Defense of Learning initiative has significantly increased students' familiarity with the portfolio defense by emphasizing language use and outcome-centered learning. Additionally, district-level professional development and coaching programs like TIPS and PAR have provided valuable support. Professional development focused on portfolio defense has helped staff build and understand this critical component. The consistent SPED team has effectively developed and supported students in meeting their IEP goals.

However, there are areas needing improvement. There has not been enough professional development focused on curriculum and instruction development, with limited offerings available during the first semester. More targeted PD for ELL and LTEL students, Math instruction, and curriculum is necessary. The coaching with TIPS, PAR, and CJ (for Math) has been helpful.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

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.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- Most common themes repeated from the various meetings listed above (including students, parents, guardians, classified, and certificated staff):
1. What can we do to bring more students to lead students in various ways? How can student service learning leadership improve in helping students connect? How can we do even more than we've started doing? E.g., 2 SLL classes, growing the number of leaders on campus. We've seen the difference in what SSL brings the school together. More opportunities for students to do more together. How can we develop an ASB and encourage students to take on leadership positions that they would commit to and can get recognized for on college/scholarship applications?
 2. Improve PD (for instructional practices)
 3. Encourage students to take advantage of after-school tutoring, clubs, and office hours. Perhaps embed office hours in the schedule, such as Universal Reading, several times a week. Don't have office hours be optional. For those that don't want to do office hours-there can be something else planned during this time (flex time period at some schools). Wondering why students don't attend office hours is due to relationships. Perhaps offer PD that builds relationships and a sense of community in the classroom. We want to make sure that those that need it most attend office hours.
 4. Improvement in how data is collected and displayed. Cohort data is important. How do they progress from 9th-10th-11-12th grade?
 5. Leveraging our local CBOs more for college and career consortium, parent education, and student-paid opportunities

Goals and Actions

Goal

Goal #	Description	Type of Goal
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)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

When 69% of your students are the first in their family to graduate from high school you want to make sure you have the best teachers who are equipped, trained, and supported to do their best work. Our students need teachers who are inspired by the journey and motivated to help build bridges in learning gaps. Gaps include 63% of incoming 9th graders below grade level in reading, and 72% not Algebra ready. Students are still recovering from pandemic-related learning loss in both their learning of grade level standards and their practices as students (e.g., classroom talk and discussion and reading stamina). We relied heavily on our teachers' expertise in both content and SEL practices that support our students as whole people, struggling to transition back to school.

In the coming years (2024-2027) 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: Fully credentialed and appropriately assigned [Priority 1]	96%			100%	
1.2	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.	82% of highly qualified cert. staff returned for 2023-24 SY., with 73% Certi. BIPOC Teachers			Maintain 100%	
1.3	Implementation of CCSS with sufficient standards-aligned instructional materials in ELD, ELA, mathematics, and NGSS for all students [Priorities 1 and 2]	100%			Maintain 100%	
1.4	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% with a note that we did support students who opted to graduate with the "180 credits" as made available by the SUHSD.			Maintain 100%	
1.5	Ensure that students with IEPs/504s receive	100%			Maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the support services called for in their IEPs					
1.6	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 League status & increase active clubs on campus to at least 20.	
1.7	Digital devices to support blended learning and access to online academic supports/ interventions	Maintained 1:1 digital devices on campus and able to loan Chromebooks who needed them at home.			Increase classroom Chromebooks to 20 per room (in good working condition)	
1.8	Facilities: School facilities in “good repair” [Priority 1]	100% facilities in good repair			Maintain 100% facilities in good repair.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$34,500.00	Yes
1.2	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>	\$2,652,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Master Schedule Development and Equity Review	EPAA team that includes the School Counselors, Vice Principal with the collaboration of the 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.	\$32,677.00	Yes
1.4	Professional Development: Teacher Collaboration	Department team time, Leadership Team meetings, Department Lead meetings, Advisory Team planning time	\$30,000.00	No
1.5	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,	\$1,094,211.00	Yes
1.6	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.	\$74,665.00	No
1.7	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.	\$65,825.00	Yes
1.8	SEL: Mental Health Services	Portion of Manager of Social Services for coordinating the School Mental Health Team.	\$124,442.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We believe that culturally responsive pedagogy and project-based learning motivate and engage 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 portfolio defense of learning exhibitions at the end of each year, building towards mastery of all the competencies by senior year. The students choose major projects or "artifacts" across subjects to highlight individual growth.

We are committed to our ongoing 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC English/Language Arts	2022-23 SBAC ELA 11th Graders Met/Exceeded:			Class of 2028 (2027 11th graders):	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39.44% Schoolwide 39.35% Latinx 35.09% SED Over 95% of 11th grade students did take the SBAC as required by the state.			11th Graders Met/Exceeded: 70% Schoolwide 70% Latinx 70% SED Over 95% of 11th grade students did take the SBAC as required by the state.	
2.2	Local Assessments 9-12 ELA, ICA *Same 9 focus standards from year to year.	ICA Literacy, Low SED (No SPED), Prof/Near Prof.: Reading Lit: 70% Reading Inf.: 67% Writing: 67% List/Speaking: 76% ICA Literacy Hispanic: Prof/Near Reading Lit: 61% Reading Inf.: 59% Writing: 56% List/Speaking: 62%			ICA Literacy, Low SED (No SPED), Prof/Near Prof.: Reading Lit: 80% Reading Inf.: 80% Writing: 80% List/Speaking: 80% ICA Literacy Hispanic: Prof/Near Reading Lit: 80% Reading Inf.: 80% Writing: 80% List/Speaking: 80%	
2.3	SBAC Mathematics	2022-23 - SBAC Math Met/Exceeded 8.45% Schoolwide 9.84% Latinx 7.01% SED Over 95% of 11th grade students did take the			Class of 2028 (2027 11th graders): - SBAC Math Met/Exceeded 20% Schoolwide 20% Latinx	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SBAC as required by the state.			20% SED Over 95% of 11th grade students did take the SBAC as required by the state.	
2.4	Local Assessments 9-12 Math, ICA	<p>ICA Math for 2022-2023 % Evidence of Prof. & Strength Knowledge: 9th = 35% 10th = 45% 11th = 35% 12th = 50%</p> <p>Application: 9th = 25% 10th = 40% 11th = 28% 12th = 48%</p> <p>Communication: 9th = 30% 10th = 12% 11th = 25% 12th = 30%</p> <p>Hispanic ICA Math: Prof./Near Prof: Concepts: 20% Applications: 14% Communication: 27%</p>			<p>ICA Math for 2026-2027 % Evidence of Prof. & Strength Knowledge: 9th = 60% 10th = 60% 11th = 60% 12th = 60%</p> <p>Application: 9th = 60% 10th = 60% 11th = 60% 12th = 60%</p> <p>Communication: 9th = 50% 10th = 50% 11th = 50% 12th = 50%</p> <p>Hispanic ICA Math: Prof./Near Prof: Concepts: 40% Applications: 60% Communication: 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	CAST Science	2022-23 CAST 6.94% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.			2026-27 CAST 30% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.	
2.6	Defense of Learning Passing Rate - Seniors	78% Passed first time 11% Passed with contingencies 11% Did Not Pass/Did Not Present			90% Passed first time 5% Passed with contingencies 5% Did Not Pass/Did Not Present	
2.7	% of Seniors enrolled and passing in Algebra II or higher for senior year	75% of seniors enrolled in Algebra II or higher 66% of seniors earned a D or higher at the first semester			80% of Seniors enrolled and passing in Algebra II or higher for senior year	
2.8	% of students making progress towards their annual IEP goals	80% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.			90% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tutoring: Classified IA	After school drop-in tutoring at the College & Career Center	\$9,000.00	No
2.2	Staffing: English and Math interventions	.2 ELA/English Support, funded by Charter in Lieu .4 Co-taught English (General Ed Teacher), funded by Charter in Lieu .4 Co-Taught Math (General Ed Teacher), funded by Charter in Lieu	\$0.00	No
2.3	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family	Development of Advisory curriculum that includes circuits with College & Career informational sessions, school counselors, SEL, and academic monitoring	\$50,508.00	No

Action #	Title	Description	Total Funds	Contributing
	communication and motivation)	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.		
2.4	Standardized Testing	Administer all standardized testing to enrolled students taking into account any required accommodations per IEP, etc.	\$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Proficiency Assessment of California (ELPAC) [Priority 4]	2022-23 ELPAC 13.33% Well Developed (Level 4)			2026-27 ELPAC 30% Well Developed (Level 4)	
3.2	English Learner Progress Indicator on CA Dashboard	2022-23 ELPI Dashboard Indicator 40.8% making progress towards English language proficiency			2026-27 ELPI Dashboard Indicator 60% making progress towards English language proficiency	
3.3	Annual English Learner Reclassification Rate [Priority 4]	14.84% Reclassification (2022-23)			30% Reclassification (2026-27)	
3.4	English/Language Arts for EL/RFEP SBAC Internal Assessment [Priority 4]	2022-23 SBAC ELA Met/Exceeded 20% ELs 60.71% RFEP			2026-27 SBAC ELA Met/Exceeded 40% ELs 80% RFEP	
3.5	Mathematics for EL/RFEP SBAC Internal Assessment [Priority 4]	2023-24 SBAC Math Met/Exceeded 0% ELs 17.86% RFEP			2026-27 SBAC Math Met/Exceeded 25% ELs 60% RFEP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Teachers (%) trained in instructional strategies to address the needs of ELs [Priority 1 and 2]	44% for the 2022-2023 School Year			80% for the 2026-2027 School Year	
3.7	Parents participating in D/ELAC	We have on average 15-25 parents each month, of those only 8 are regular in their attendance.			We have on average 30-40 parents each month, of those only 12 are regular in their attendance.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	\$82,723.00	Yes
3.2	Professional Development: ELD standards integration & Constructing Meaning	Sub coverage for focused ELD support with ELD aligned curriculum, developing engaging curriculum and pedagogical practices.	\$6,000.00	No
3.3	Curriculum: National Geographic "Edge" & Struggling Readers	Specific ELD curriculum, including on-line access and consumables.	\$5,000.00	No
3.4	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.	\$0.00	No
3.5				

Goals and Actions

Goal

Goal #	Description	Type of Goal
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 addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize the critical importance of fostering relationships and building a supportive community among all stakeholders—staff, students, families, and community organizations—to enhance student learning. In a community that has long been marginalized by systemic and historical factors, the establishment of a community-wide support network is essential for achieving long-term student success. Maximizing student potential necessitates engaging, celebrating, and collaborating with the entire community. By empowering students to assume more leadership roles, we amplify their voices in schoolwide decisions, fostering a sense of ownership over their education and enabling the school to address students’ needs more effectively.

Historically, BIPOC (Black, Indigenous, People of Color) students in our district have faced disproportionately higher rates of suspension and expulsion compared to their peers, with EPAA’s suspension rates ranging between 6-11%. Additionally, our rates of chronic absenteeism and dropouts are areas of concern. We believe that enhancing school and community connectedness through restorative justice, service leadership, prioritizing social-emotional learning and community-building, and actively engaging with students' families will foster positive engagement with the school and lead to improved outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate [Priority 5]	2023-24 90.93% per ADA Report for May 2024			90.93% per ADA Report for May 2027	
4.2	Chronic Absenteeism Rates [Priority 5]	39% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.			20% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.	
4.3	High School Dropout Rates [Priority 5]	Estimated 3% (2 of 62) for 2022-2023			Estimated 0% for 2026-2027	
4.4	Suspension Rates [Priority 6]	5% (Total Suspensions 2022-2023), 11 different students, for 12 different incidents			4% (Total Suspensions 2026-2027),	
4.5	Expulsion Rates [Priority 6]	0% Expulsion (2022-2023 rate)			0% Expulsion for 2026-2027	
4.6	Student Surveys Belonging Climate Safety [Priority 6]	84% (229/274 total) students responded to Panorama survey (Jan 2024 AKA Fall 2023) Belonging: 35% School Climate: 31%			Belonging: 60% Climate: 60% Engagement: 60% School Safety: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Engagement: 29% School Safety: 57%				
4.7	Parent participation in SSC/ELAC [Priority 3]	We have on average 15-25 parents each month, of those only 8 are regular in their attendance.			We have on average 30-40 parents each month, of those only 12 are regular in their attendance.	
4.8	Parents attending academic conferences with advisors [Priority 3]	44% (Fall Student Led Conferences), 48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting			60% (Fall Student Led Conferences), 70% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	
4.9	Parents attending educational program workshops (Family University)	48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting			70% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	
4.10	Parents participating in IEP meetings [Priority 8]	Estimated 96% in person 100% success rate at parental participation			100% success rate at parental participation in person or via Zoom	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Panorama Survey - Families (Parents/Guardians)	14% (40/290 total) families respond to Panorama Survey (Fall 2022) School Safety: 72% School Climate: 70% Family Engagement: 17%			60% families respond to Panorama Survey (Fall 2027) School Safety: 85% School Climate: 85% Family Engagement: 60%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family University	OT for Certificated Teachers and Classified Clerical to support and co-facilitate evening meetings.	\$2,000.00	No
4.2	After School Programs & Sports	Coaching Salaries, Athletic Director Stipend, field rentals, referees, and Athletic Supplies, Drama stipend, Student Activities stipend	\$102,680.00	No
4.3	Restorative Justice	Supporting Restorative Justice on-going support with students, families, staff and on-going professional development.	\$55,000.00	Yes
4.4	Staffing: Attendance Clerk	Available to parents for attendance records and tracking, on-going professional development, FRPL form completion, registration assistance, etc.	\$103,538.00	Yes
4.5	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.	\$49,777.00	No
4.6	Technology, web hosting	Ensuring website remains up to date. Maintained by IT person	\$29,714.00	No
4.7	Service Learning Leadership Class	.2 Teacher Salary for Service Learning Leadership Class.	\$41,129.00	Yes
4.8	Advisory Program	20 Teachers provide Advisory instruction for SEL, College and Career guidance, academic monitoring and parent communication.	\$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the percentage of students college and career-ready by improving the A-G eligibility rate of our students, particularly long-term English language learners. Empower 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 the requisite skills to follow through.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	A-G Completion: % of pupils who successfully completed A-G requirements for entry to the CSU/UC system [Priority 4]	42% of all graduates have a 2.0 or above in A-G coursework (June 2023)			70% of pupils successfully completed A-G requirements for entry to the CSU/UC system	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	“Prepared for College”: % of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP [Priority 4]	2022-2023 Met/Exceeded Mathematics: 8.45% ELA: 39.44			ELA: 60% Math: 20% Percent of pupils classified as ‘prepared for college’ by the EAP ELA/Math CAASPP, (Standard Met - Level 3, and Standard Exceeded - Level 4)	
5.3	Cohort Graduation Rates [Priority 5]	97% estimated for 2022-2023 (60/62) Grad Rate (all, not cohort)			100% Cohort Graduation Rate	
5.4	FAFSA or CADA Completion [Priority 8]	78% (as of May 2024)			90% Seniors completed FAFSA or CADA	
5.5	Dual Enrollment of juniors and seniors	36% (47/131) of the juniors and seniors are enrolled in at least one Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or KINS)			50%% of the juniors and seniors are enrolled in a Foothill dual enrolled course (early college)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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	\$2,000.00	No
5.2	Advisory Curriculum	Instructional supplies for Advisory	\$4,000.00	No
5.3	Senior Seminar	Providing 3 classes of Senior Seminar to support college going applications, preparation, for financial aid and scholarship applications	\$115,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	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.	\$0.00	No
5.5	Summer School & Summer Bridge	Provide robust summer school options that facilitate credit recovery, and support successful transition of rising 9th graders to EPAA.	\$110,000.00	Yes
5.6	Credit Recovery Opportunities	Phoenix course for credit recovery.	\$38,400.00	Yes
5.7	Early College	Cost of Early College Teachers, Texts, & Materials	\$50,400.00	Yes
5.8	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 overnight trip to Los Angeles to visit UCLA, LMU, CSULA and the Museum of Tolerance.	\$30,000.00	Yes
5.9	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
5.10	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

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

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

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Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,050,559	\$123,575

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.989%	0.000%	\$0.00	32.989%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curricula: CCSS/NGSS (LCFF Base)</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
1.3	<p>Action: Master Schedule Development and Equity Review</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
1.5	<p>Action: Staffing: Classified Staff</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
1.7	<p>Action:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SEL: Lucile Packard Children’s Health Services/Stanford University Wrap-Around Support</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
2.4	<p>Action: Standardized Testing</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
3.1	<p>Action: Staffing: English Language Development Teacher</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
4.3	<p>Action: Restorative Justice</p> <p>Need:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
4.4	<p>Action: Staffing: Attendance Clerk</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
4.7	<p>Action: Service Learning Leadership Class</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
4.8	<p>Action: Advisory Program</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
5.3	<p>Action: Senior Seminar</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: Schoolwide</p>		
5.5	<p>Action: Summer School & Summer Bridge</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
5.6	<p>Action: Credit Recovery Opportunities</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
5.7	<p>Action: Early College</p> <p>Need:</p> <p>Scope: Schoolwide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.8	Action: College Visits Need: Scope: Schoolwide		
5.10	Action: On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences Need: Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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%.

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	33:1	
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,184,527	1,050,559	32.989%	0.000%	32.989%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,174,962.00	\$193,014.00	\$697,826.00	\$50,508.00	\$5,116,310.00	\$4,875,305.00	\$241,005.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curricula: CCSS/NGSS (LCFF Base)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$34,500.00	\$34,500.00				\$34,500.00	
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$2,652,923.00	\$0.00	\$2,408,038.00	\$97,032.00	\$147,853.00		\$2,652,923.00	
1	1.3	Master Schedule Development and Equity Review	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$32,677.00	\$0.00	\$32,677.00				\$32,677.00	
1	1.4	Professional Development: Teacher Collaboration	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$30,000.00	\$0.00			\$30,000.00		\$30,000.00	
1	1.5	Staffing: Classified Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$1,094,211.00	\$0.00	\$929,951.00	\$81,050.00	\$83,210.00		\$1,094,211.00	
1	1.6	SEL: Drug/Alcohol Diversion Program	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$74,665.00	\$0.00			\$74,665.00		\$74,665.00	
1	1.7	SEL: Lucile Packard Children's Health	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$65,825.00	\$45,208.00		\$20,617.00		\$65,825.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Services/Stanford University Wrap-Around Support	Foster Youth Low Income		School wide	Foster Youth Low Income	Specific Schools: EPAA 9th-12th									
1	1.8	SEL: Mental Health Services	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$124,442.00	\$0.00		\$14,932.00	\$109,510.00		\$124,442.00	
2	2.1	Tutoring: Classified IA	unduplicated population Students with Disabilities	No				Ongoing	\$9,000.00	\$0.00	\$9,000.00				\$9,000.00	
2	2.2	Staffing: English and Math interventions	All	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family communication and motivation)	All	No				Ongoing	\$50,508.00	\$0.00				\$50,508.00	\$50,508.00	
2	2.4	Standardized Testing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.5							2021-2022								
3	3.1	Staffing: English Language Development Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$82,723.00	\$0.00	\$82,723.00				\$82,723.00	
3	3.2	Professional Development: ELD standards integration & Constructing Meaning	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$6,000.00	\$0.00			\$6,000.00		\$6,000.00	
3	3.3	Curriculum: National Geographic "Edge" & Struggling Readers	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.4	Instructional Aide	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	Family University	All	No				Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	After School Programs & Sports	All	No				Ongoing	\$85,000.00	\$17,680.00	\$17,680.00		\$85,000.00		\$102,680.00	
4	4.3	Restorative Justice	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
4	4.4	Staffing: Attendance Clerk	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$103,538.00	\$0.00	\$103,538.00				\$103,538.00	
4	4.5	Positive Attendance Support Team	All	No				Ongoing	\$49,777.00	\$0.00	\$49,777.00				\$49,777.00	
4	4.6	Technology, web hosting	All	No				Ongoing	\$29,714.00	\$0.00			\$29,714.00		\$29,714.00	
4	4.7	Service Learning Leadership Class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$41,129.00	\$0.00	\$41,129.00				\$41,129.00	
4	4.8	Advisory Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
5	5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
5	5.2	Advisory Curriculum	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
5	5.3	Senior Seminar	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$115,198.00	\$0.00	\$28,941.00		\$86,257.00		\$115,198.00	
5	5.4	College & Career Specialist	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.5	Summer School & Summer Bridge	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: EPAA	Ongoing	\$110,000.00	\$0.00	\$110,000.00				\$110,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	9th-12th									
5	5.6	Credit Recovery Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$38,400.00	\$0.00	\$38,400.00				\$38,400.00	
5	5.7	Early College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 10th-12th	Ongoing	\$38,400.00	\$12,000.00	\$50,400.00				\$50,400.00	
5	5.8	College Visits	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$30,000.00	\$5,000.00		\$25,000.00		\$30,000.00	
5	5.9	Test Prep & Test Costs	All	No			Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$3,000.00	\$7,000.00	\$10,000.00				\$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,184,527	1,050,559	32.989%	0.000%	32.989%	\$4,080,505.00	0.000%	128.135 %	Total:	\$4,080,505.00
								LEA-wide Total:	\$2,520,423.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$4,080,505.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curricula: CCSS/NGSS (LCFF Base)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$34,500.00	
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$2,408,038.00	
1	1.3	Master Schedule Development and Equity Review	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$32,677.00	
1	1.4	Professional Development: Teacher Collaboration				Specific Schools: EPAA 9th-12th		
1	1.5	Staffing: Classified Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$929,951.00	
1	1.6	SEL: Drug/Alcohol Diversion Program				Specific Schools: EPAA		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						9th-12th		
1	1.7	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$45,208.00	
1	1.8	SEL: Mental Health Services				Specific Schools: EPAA 9th-12th		
2	2.4	Standardized Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$5,000.00	
3	3.1	Staffing: English Language Development Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$82,723.00	
3	3.2	Professional Development: ELD standards integration & Constructing Meaning				Specific Schools: EPAA 9th-12th		
3	3.3	Curriculum: National Geographic "Edge" & Struggling Readers				Specific Schools: EPAA 9th-12th	\$5,000.00	
3	3.4	Instructional Aide				Specific Schools: EPAA 9th-12th	\$0.00	
4	4.3	Restorative Justice	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$55,000.00	
4	4.4	Staffing: Attendance Clerk	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$103,538.00	
4	4.7	Service Learning Leadership Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$41,129.00	
4	4.8	Advisory Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$100,000.00	
5	5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT				Specific Schools: EPAA 9th-12th	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.2	Advisory Curriculum				Specific Schools: EPAA 9th-12th	\$4,000.00	
5	5.3	Senior Seminar	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$28,941.00	
5	5.4	College & Career Specialist				Specific Schools: EPAA 9th-12th	\$0.00	
5	5.5	Summer School & Summer Bridge	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$110,000.00	
5	5.6	Credit Recovery Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$38,400.00	
5	5.7	Early College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 10th-12th	\$50,400.00	
5	5.8	College Visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$5,000.00	
5	5.9	Test Prep & Test Costs				Specific Schools: EPAA 9th-12th	\$5,000.00	
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,891,488.00	\$6,016,157.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curricula: CCSS/NGSS (LCFF Base)	Yes	\$26,000.00	0
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	\$3,853,261.00	2,887,518
1	1.3	Master Schedule Development and Equity Review	Yes	\$39,903.00	28,450
1	1.4	Professional Development: Teacher Collaboration	No	\$30,000.00	11,399
1	1.5	Professional Development: Standards-based Professional Development	No	\$20,000.00	11,399
1	1.6	Staffing: Classified Staff	Yes	\$1,230,997.00	940,712
1	1.7	SEL: Drug/Alcohol Diversion Program	No	\$64,918.00	45,980
1	1.8	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Yes	\$51,208.00	136,342
1	1.9	SEL: Mental Health Services	No	\$108,197.00	100,318
2	2.1	Tutoring: AmeriCorps Academic Supports	Yes	\$16,000.00	0
2	2.2	Tutoring: Classified IA	No	\$20,000.00	10,059

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Staffing: English and Math interventions	No	\$235,081.00	0
2	2.4	Curriculum: Advisory SEL, Career & College, and Academic Monitoring (to support family communication and motivation)	No	\$105,028.00	112,344
2	2.5	Consultants: Math PD with Jack Dieckmann, ELA/ELD/History with Kelly Smith	No	\$20,000.00	0
2	2.6	Curriculum: Evidence-based interventions for SEL, Academic, and Career & College supports in MTSS	No	\$16,000.00	0
2	2.7	PD: Graduate Profile & PD: Equitable Grading Practices Implementation Cohort (Standards Based Grading)	No	\$50,000.00	0
2	2.8	System: MTSS	No	\$16,000.00	0
2	2.9	Standardized Testing	Yes	\$5,000.00	0
3	3.1	Staffing: English Language Development Teacher	Yes	\$97,640.00	106,108
3	3.2	Staffing: Intervention & Bilingual Resource Support	Yes	\$32,292.00	23,522
3	3.3	Professional Development: ELD standards integration & Constructing Meaning	No	\$12,000.00	14,676
3	3.4	Curriculum: National Geographic "Edge" & Struggling Readers	No	\$5,000.00	0
3	3.5	Instructional Aide	No	\$60,000.00	56,746

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Training: Parent Leadership Capacity Training	No	\$32,009.00	19,160
4	4.2	Family University	No	\$10,000.00	6,469
4	4.3	After School Programs & Sports	No	\$77,338.00	82,913
4	4.4	Restorative Justice	Yes	\$232,250.00	68,250
4	4.5	Staffing: Attendance Clerk	Yes	\$104,220.00	99,080
4	4.6	Positive Attendance Support Team	No	\$43,279.00	52,931
4	4.7	Exhibitions of Learning & Graduate Profile	No	\$36,000.00	0
4	4.8	Technology, web hosting	No	\$25,638.00	26,067
4	4.9	Student Leadership & Service Class	Yes	\$34,953.00	40,408
4	4.10	Advisory Program	Yes	\$786,422.00	714,930
5	5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	No	\$5,000.00	0
5	5.2	Advisory Curriculum	No	\$4,000.00	0
5	5.3	Senior Seminar	Yes	\$97,954.00	114,400
5	5.4	College & Career Specialist	No	\$110,175.00	90,872

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.5	Summer School & Summer Bridge	Yes	\$77,940.00	110,778
5	5.6	Credit Recovery Opportunities	Yes	\$20,134.00	18,302
5	5.7	Early College	Yes	\$44,651.00	57,734
5	5.8	College Visits	Yes	\$20,000.00	11,760
5	5.9	Test Prep & Test Costs	No	\$5,000.00	4,300
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Yes	\$10,000.00	12,230

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
931,959	\$6,522,247.00	\$5,192,904.00	\$1,329,343.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curricula: CCSS/NGSS (LCFF Base)	Yes	\$26,000.00	0		
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	\$3,853,261.00	2,887,518		
1	1.3	Master Schedule Development and Equity Review	Yes	\$37,903.00	28,450		
1	1.6	Staffing: Classified Staff	Yes	\$1,230,997.00	940,712		
1	1.8	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Yes	\$6,208.00	6,300		
2	2.1	Tutoring: AmeriCorps Academic Supports	Yes	\$16,000.00	0		
2	2.9	Standardized Testing	Yes	\$5,000.00	0		
3	3.1	Staffing: English Language Development Teacher	Yes	\$97,640.00	106,108		
3	3.2	Staffing: Intervention & Bilingual Resource Support	Yes	\$32,292.00	23,522		
4	4.4	Restorative Justice	Yes	\$20,672.00	20,672		
4	4.5	Staffing: Attendance Clerk	Yes	\$104,220.00	99,080		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.9	Student Leadership & Service Class	Yes	\$34,953.00	40,408		
4	4.10	Advisory Program	Yes	\$786,422.00	714,930		
5	5.3	Senior Seminar	Yes	\$97,954.00	114,400		
5	5.5	Summer School & Summer Bridge	Yes	\$77,940.00	110,778		
5	5.6	Credit Recovery Opportunities	Yes	\$20,134.00	18,302		
5	5.7	Early College	Yes	\$44,651.00	57,734		
5	5.8	College Visits	Yes	\$20,000.00	11,760		
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Yes	\$10,000.00	12,230		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,150,535	931,959	0%	29.581%	\$5,192,904.00	0.000%	164.826%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
10	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
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