Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Escuela Popular del Pueblo (EP) is a family learning center that operates two interdependent charter schools: Escuela Popular Accelerated Family Learning Center serving Transitional Kindergarten through 12th grade and Escuela Popular/Center for Training and Careers Family Learning Center serving students over age of 18 in grades 9th through 12th. Our student population is majority Latino, Spanish speaking with an average of over 70% born outside the United States. Both schools serve a significantly large concentration of immigrant students and English Learners. In recent years the schools have experienced an increase in the number of students migrating from Central America and South America and a decrease in the number of students migrating from Mexico. Over 80% of the students are eligible for the free & reduced cost lunch program or fall under the federal poverty guidelines.
Escuela Popular has been providing educational services to the San José, California community since 1986. Escuela Popular developed as a grassroots effort to serve the growing need for English classes. As demand grew, the curriculum of Escuela Popular expanded to include parent education, citizenship classes, history/civics, and after-school/youth programs, in addition to English classes. In May 2002, Escuela Popular was granted a charter by the East Side Union School District to operate a family learning center for TK-12 and adult learners seeking a high school diploma.
From the outset, our students' status in society and the resulting problems that they face have been central to our educational approach. Critical issues our students face include poverty, language isolation from the dominant culture, immigration issues resulting in insecurities, culture shock resulting in a feeling of disempowerment and dependency, life threatening travel to the US resulting in trauma, family separation which is particularly hard on the youth, limited time due to work-life pressures, and frequently interrupted educational engagement.

Reflections: Successes

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

Given that the dashboard provided limited data due to COVID-19 campus closures, had an impact on assessments for Spring 2020 and Spring 2021 the school had to quickly pivot, and create a greater focus on local data to guide instruction and programming for students. This provided EP with an opportunity to take stock and go into a deeper analysis of how data is being used to support student learning. Overall, progress was made on all the previous three major LCAP goals. As progress was being monitored it was noted by the leadership team and flexible learning committee (made up of representatives from all instructional departments) that more time would be needed to fully implement the plans and expectations of the three LCAP goals. This was beneficial because the team unanimously agreed that many of the student needs remained the same and while they were aggravated by COVID-19 changes, the original needs assessment performed by the

team was accurate. It is also important to note that consistency was maintained throughout the pandemic where students and families were facing many challenges, yet they continued to make similar progress as pre-pandemic.

Reflections: Identified Need

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

While progress was noted and some areas remained constant, Math and Language Arts continue to be an area of focus and need for further performance improvement. Multiple teams have been set-up to target language arts within fluency, phonics, and overall growth compared to each individual growth target. This work will continue to move forward and continue to analyze the data from each local assessment and look for patterns and points of impact with the goal of seeing improvement for all students. A significant focus has been placed on supporting students with IEPs to improve their academic performance on local assessments. The early literacy team is targeting support for grades TK-3rd, and the Target Monitoring team is targeting support for all students TK-12th in language arts. Department heads and their respective teams continue to work on performance tasks and the alignment of the curriculum. Given COVID-19 campus closures, SBAC was not administered but local school data demonstrated that students continue to need further support in English language arts and mathematics. There was a decrease in students reaching their growth targets over the last year. The upcoming year will be used to provide additional intervention support in literacy and fundamental math skills.

LCAP Highlights

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

Major highlights include the integration of technology, systemic monitoring of academic progress, and targeted professional development.

Technology: In July 2019 Escuela Popular adopted Google Suite as its online platform and closed its account with Microsoft 360 but was used by a limited group of staff. The intent was to gradually transition instructional staff and students. Chromebook carts were purchased and available for staff to check-out as needed for their classroom. Some teachers began incorporating the use of technology in student assignments. Once COVID-19 caused Escuela Popular to quickly shift to flexible learning in mid-March, EP staff entered a steep learning curve. Within days instruction transitioned to fully being online and all staff took every opportunity to learn how to use google classroom, zoom, and various educational applications to ensure instruction was not interrupted for their students. Additionally, the computer basic skills class went from Microsoft applications to Google Suite in the fall of 2020 as the entire school adopted google suite as the only platform for instruction. The change to only use Google Suite was to allow families to focus on only learning how to use one platform. From March 2020 to the present the school purchased additional hundreds of Chromebooks, hotspots, and additional technology to ensure all students have access to a high-quality education. All instructional staff now conduct classes via Google Classroom and Google Meet. Many of these elements demonstrated to meet the needs of students and EP would like to continue providing these resources to students.

Systematic Progress of Academic Progress: An academic operations team was created consisting of the Student Services Coordinator, Instructional Leader, School Operations Coordinator, and Student Data Specialist. They collaborate to ensure all academic counseling tasks are completed and students are able to receive the academic counseling support they need. Additionally, the Student Service Coordinator

and Instructional Leader have created a tracker for all English 1-4 students. The tracker includes the graduation projection date, projected schedules for the school year, and projected pathways. The student Service Coordinator had a one-on-one with the majority of the English 1-4 students during the winter quarter to assess student needs.

Targeted Professional Development: visit Escuela Popular integrated the goals and tasks within their professional development plan. This allowed the goals and critical needs to always be at the forefront of the decisions and work being done. This resulted in a big shift to more targeted professional development. The instructional team created re-occurring targeted professional development sessions. These included the following sessions:
1.) ELD: Identified gaps in the ELD curriculum, therefore, focused on course descriptions and defining objectives outlined (ELD),
2.) Core Teachers: Further developing the course descriptions, creating the remaining A-G course proposals, and granting some students access to their grades on PowerSchool.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Escuela Popular has communicated with stakeholders in their primary language and has provided opportunities to provide feedback in various ways such as online surveys, phone calls, home visits, Facebook, Google Classroom and Hangouts, andParentSquare. Specific school staff such as our Student & Family Engagement Lead and Student & Family Services Coordinator are a direct contact to students to collect feedback.
Escuela Popular developed an online survey in May to collect feedback on their experience with online learning and how to improve our Flexible Learning Plan for the new school year. Hotline numbers were shared so that students can connect directly with someone from the school at any time to ask any questions or provide feedback. Recently, we surveyed our students again with the main goal being to get feedback from stakeholders (students) in regards to the program delivery hours, accessibility, connection with teachers, use of technology, etc., and needs such as the internet, devices, technology support,housing, financial support, etc. Teachers and staff assisted in reaching out to students to complete the survey to reach as many students as possible. For students that have not connected yet with their teacher, a referral system has been implemented to identify,connect,and provide support. The designated team will reach out by calling those students and identify reasons why they have not connected with the school. During this process of engagement, parallel work is being done by the Student & Family Engagement Lead and Student &Family Services Coordinator presented on the LCAP and Annual Update at the May family night. School site council and ELAC met to review the LCAP and Annual Update.
In April, we also surveyed staff to get feedback on their experience with teaching online and areas for improvement. A FlexibleLearning Committee that included sub-committees for department and grade-levels were created; Instructional Leaders met weekly with their respective committees. The Flexible Learning Committee met every other week to discuss the upcoming needs, receive updates,and troubleshoot areas that needed improvement. A bi-weekly feedback survey was administered to collect information on how things are going and what additional areas need to be addressed. Staff reviewed goals, actions and services and provided updates on progress to the LCAP/WASC core committee. The Flexible Learning Committee will continue to meet as part of our Professional Development plan(PD). The PD plan builds on EP's learning goals and the new focus on supporting flexible learning during the various stages.
In addition, in preparation for the 2021-2022 LCAP teachers and staff provided input on the progress of the LCAP and Annual Update via Departmental meetings, Flexible Learning Committee meetings, and analysis of Quarterly Student Survey results. Various task force groups were created and met regularly to support the implementation of objectives in the SWAP/LCAP such as Recruitment & Retention, College and Career Advising, and a Re-opening Task Force that worked on Curriculum and Instruction, Safety and School Operations, and Student Engagement & Wellbeing.

A summary of the feedback provided by specific stakeholder groups.

Based on the feedback provided by the Spring survey, we learned that families wanted to return to school as soon as it was safe to do so. It was important to families that all precautions be taken to provide a safe learning environment when returning to school such as maintaining social distance, staggered schedules, clean and well-maintained classrooms, and school. Another noted need was technology classes for parents so they can assist their children at home.

The most recent survey results showed that parents preferred to receive messages via ParentSquare, Emails, Texts, and GoogleClassroom. Students have also informed us that they are satisfied with the ability to learn from home, with direct instruction from their teacher. They also are satisfied with the current class schedules. Students and parents also reported needing further assistance with training on how to use technology, access to the internet, school supplies, devices, and financial support services.
Extra support needed was identified through direct communication with families via our hotline and outreach efforts. Those needs were access to reliable internet access and hotspots, resources for housing, food supplies, immigration, and socio-emotional needs.
For our staff, teachers requested additional on-going professional development for teaching online, assessment strategies, and creative ways to engage students with online instruction.
After reviewing all feedback, achievement data the Escuela Popular team has determined to continue working on the previously identified goals and actions. Some areas have seen significant progress made and others still require various next steps. Many of the critical areas for follow-up will continue to be built upon as described in our updated LCAP.

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

After analyzing the data and stakeholder input, the school began to implement the following actions and services for the following areas:

- All students are provided with school email addresses.
- Alignment of communication tools
- Creation of the 24-hour Hotline
- Use email, Google Classroom, and text messaging to reach our families
- Additional staff hours for making phone calls to all students and families
- Referral process for families that needed additional support and outreach
- Basic technology training for parents and students were offered during the summer in the morning and afternoon.
- Instructional Leaders and Deans created a school-wide events calendar, which includes different parent/teacher and student's presentations and workshops on socio-emotional, cyberbullying, conflict resolution, alcohol and drugs, immigration, mental health, and suicide prevention.
- New community partnerships were developed to support the community needs of our families, such as: Children Health Council,HEARD Alliance, Santa Clara County Behavioral Department, Aspira Program, Nami, San Jose Police Department, UC-Davis, UC-California, Planned Parenthood, Kaiser Permanente Educational Theater Program, Sacred Heart, and ESJ Peace Partnership.
- Continued access to technology devices in the classroom and home
- Purchase of additional technology devices and hotspots
- Use of Google Classrooms and carefully selected learning platforms and software for the different grade levels
- Additional professional development for our teachers and staff on how to use our educational technology to provide instruction

Goals and Actions

Goal

Goal #	Description
1	Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

An explanation of why the LEA has developed this goal.

This goal was developed because data continuously showed that students leave school prior to completing their graduation requirements. The team believes that if students and families are provided with a system to understand and track their academic progress towards mastery of their learning goals they are more likely to be motivated and successfully complete their graduation requirements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PowerSchool Information System The ratio of credits earned to credits attempted increases from previous year or reaches target %.	The ratio of credits earned to credits attempted from quarter 1 to quarter 3 increases 3% from the previous year or is higher than the 80% target. Base line is 73%.				By 2023-24, the ratio of credits earned to credits attempted from quarter 1 to quarter 3 will be 80% or show a 3% increase from the previous year.
PowerSchool Information System Increase the number of continuously enrolled/long-term students.	Increase the number of continuously enrolled/long-term students from the base year of 70% or demonstrate a 3% from the previous year.				By 2023-24, the percentage of continuously enrolled/long-term students will be 80% or demonstrate a 3% increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Descriptions % of courses that will use rubrics designed to evaluate performance-based tasks.	Increase the % of courses that use rubrics designed to evaluate performance-based tasks from the base year of 50%.				By 2023-24, the percentage of courses that use rubrics designed to evaluate performance-based tasks will be 90%
PowerSchool Graduation rates	Increase the number of graduates from the base year by 5%.				By 2023-2024, the number of graduates will increase 5% from the previous year.
Google Classroom Gradebook % of students will access the online academic achievement tracking system	80% of students have access to online academic achievement via Google Classroom gradebook.				By 2023-24, 100% of students/families will have access to online academic achievement via Google Classroom gradebook.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Learning Goals	If we review and refine student learning goals in all courses then we impac students' awareness of learning goals that will result in higher student engagement because our data shows that students who are EL and FRL have demonstrated higher passage rates.	$139,972.05	Yes
2	Establishment of Performance Tasks	Identify and establish performance based tasks in all courses	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Establishment of Performance Tasks Rubrics	Design rubrics for selected performance based tasks	$0.00	Yes
4	PD for Performance Tasks	Provide professional development to teachers on administering and assessing performance tasks	$13,903.75	Yes
5	100% Implementation of Performance Rubrics	Implement and monitor use of rubrics summative for performance tasks for all courses	$0.00	Yes
6	Google Classroom Tracking Learning Goals	Implement Google Classroom to house and track selected student learning goals	$15,401.05	Yes
7	PD for Google Classroom Tracking	Provide training to teachers, students, and families on use of Google Classroom for monitoring student progress	$0.00	Yes
8	Monitorization of Google Classroom as Tracking System	Monitor the use of Google Classroom by teachers and consistent updates on Google Classroom gradebook	$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

An explanation of why the LEA has developed this goal.

This goal was developed because data showed that between 50-60% of EP students did not meet their NWEA Annual Growth Target in reading and mathematics. The team believes that by aligning and clearly articulating the instructional objectives students and teachers can work together to identify gaps in learning and better leverage the instructional time to support student achievement that is aimed at meeting the 21st Century Skills, College, and Career Readiness. When students and teachers know what their learning goals are and the progression is established across levels students are more likely to receive instruction that facilitates their learning and teachers are able to receive feedback on how to improve their lessons.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey % of participant in quarterly feedback surveys	73% participation by students and parents in quarterly feedback surveys.				By 2023-24, 90% of students and parents will participate in quarterly feedback surveys.
Professional Dev. Calendar and Sign-in sheets % of teachers will attend professional development sessions offered by school.	90% of teachers will attend professional development sessions offered by school.				By 2023-24, 100% of our teachers will attend professional development sessions offered by school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Dev. Calendar and Mentor Logs % of instructional leaders' time (administrators, instructional mentors, and department heads) will be spent training and supporting teachers in developing lessons based on the UBD approach to teaching.	50% of instructional leaders' time (administrators, instructional mentors, and department heads) will be spent training and supporting teachers in developing lessons based on the UBD approach to teaching.				By 2023-24, 60% of instructional leaders' time (administrators, instructional mentors, and department heads) will be spent training and supporting teachers in developing lessons based on the UBD approach to teaching.
Professional Dev. Calendar & Mentor Logs % of teachers will be proficient in developing lessons using UBD approach to teaching	50% of teachers will be proficient in developing lessons using UBD approach to teaching.				By 2023-24, 85% of teachers will be proficient in developing lessons using UBD approach to teaching.
NWEA Map Assessment % of DL and high school students will meet their Math growth target, as established by Measures of	44% of 3rd - 6th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP). In 2018-19 60% of 9-12th grade students				By 2023-24, 60% of 3rd - 8th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Progress (MAP).	met their Math growth target as established by NWEA Measures of Academic Progress (MAP).				75% of 9-12th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).
NWEA Map Assessment % of DL and high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP).	42% of 3rd - 6th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP). In 2018-19 48% of 9-12th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).				By 2023-24, 60% of 3rd - 8th grade students met their Reading growth target as established by NWEA Measures of Academic Progress (MAP). 60% of 9-12th grade students met their Reading growth target as established by NWEA Measures of Academic Progress (MAP).
NWEA Map Assessment % of DL and high school students will show positive growth on their Fall to Spring Lexile score.	68% of 3rd - 6th grade students showed positive growth on their Fall to Spring Lexile score. In 2018-19 62.5% of high school students showed positive				By 2023-24, 80% of 3rd - 8th grade students showed positive growth on their Fall to Spring Lexile score. 75% of high school students showed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	growth on their Fall to Spring Lexile score.				positive growth on their Fall to Spring Lexile score.
SBAC Assessment 2019-20 % of 5th graders are meeting or exceeding standard in ELA and % in Math based on SBAC	SBAC was not administered during 2019-20 school year due to the COVID-19 pandemic				By 2023-24, 40% of 5th graders are meeting or exceeding standard in ELA and 30% in Math based on SBAC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alignment of curriculum	Evaluate existing curriculum and instructional practices to ensure alignment to English Language, Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards	$50,730.40	Yes
2	Establish Learning Outcomes	Establish student learning outcomes by grade level and courses, utilizing assessment platforms and data.	$0.00	Yes
3	College & Career Pathways	Develop College and Career Pathways within the school’s curriculum and assessment framework	$0.00	Yes
4	Visual of curriculum & assessment	Design a diagram that communicates clearly to all stakeholders the school's curriculum and assessment framework	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Refinement of Resources	Refine selected instructional resources for each specific grade level and discipline	$0.00	Yes
6	PD for classified & Certificated staff: tech & assessments	Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction	$30,799.95	Yes
7	PD for new curriculum	Coordinate Professional Development opportunities to support new curriculum framework	$41,793.00	Yes
8	PD for School Leaders	Select, develop, and implement professional development for school leaders and teachers on use of adopted resources	$0.00	Yes
9	Resources for implementation Human and financial resources are allocated to successfully implement the curriculum and assessment framework	Human and financial resources are allocated to successfully implement the curriculum and assessment framework	$35,571.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

An explanation of why the LEA has developed this goal.

This goal was developed because data showed that over 90% of students are immigrant students whose primary language is Spanish and Escuela Popular is their first U.S. school. The team believes that student retention and community college enrollment can increase when students are providing resources to support academic, well-being, and socio-economic needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework 100% teachers have an instructional mentor to work with.	All teachers have an assigned mentor. The goal has been to have mentors communicate with their mentees twice a month. New teachers had a higher degree of support, based on their needs, at a minimum met once a week with their mentor. Veteran teachers had a coaching session at a minimum once a month. Access to mentors was readily available as needed				By 2023-24, All teachers have an assigned instructional leader who will observe, debrief, plan, or provide feedback to their teaching depending on their level of need. Instructional leaders will spend 65% of their time on this task. A tracker will be implemented to track percentage of as reported within monthly self-assessment. Along with a tracker of teacher/instructor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					support (tracks meetings, planning, debrief, observations).
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework % of instructional leaders will attend professional development sessions offered by the school.	100% of instructional leaders will attend professional development sessions offered by the school.				By 2023-24, 100% of instructional leaders will attend and lead professional development sessions offered by the school.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly basis.	Fall of 2019 we started using ParentSquare to be the comprehensive communication platform. ParentSquare is used to communicate with AFLC families and CTC students. The Teacher Weekly Newsletter is shared via email.				By 2023-24, the school will create a consistent monthly school-wide communication via ParentSquare and email, alongside the teacher weekly newsletter shared via email.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	All services to support families and students to support attendance and achievement continue to be available along with				By 2023-24, Professional development for all departments is provided in the areas of:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support services for immigrant families are continued such as intensive ELD, childcare, transportation, student resource advocate and academic counselors.	professional development for staff.				Trauma informed practices Suicide Prevention LGBTQ services for students CTR-EP Crisis Response Team will continue. PBIS- Structure of engagement and connection will continue. Schoolwide Happiness Aim practices
Feedback Survey % of participant in quarterly feedback surveys	73% participation by students and parents in quarterly feedback surveys.				By 2023-24, 90% of students and parents will participate in quarterly feedback surveys.
PowerSchool Information System Increase the number of continuously enrolled/long-term students.	Increase the number of continuously enrolled/long-term students from the base year of 82% (DL)				By 2023-24, the percentage of continuously enrolled/long-term students by 3% each year. (DL)
NWEA Map Assessment % of DL and high school students will	44% of 3rd - 6th grade students met their Math growth target as established by NWEA				By 2023-24, 60% of 3rd - 8th grade students met their Math growth target as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meet their Math growth target, as established by Measures of Academic Progress (MAP).	Measures of Academic Progress (MAP). In 2018-19 60% of 9-12th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).				established by NWEA Measures of Academic Progress (MAP). 75% of 9-12th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).
NWEA Map Assessment % of DL and high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP).	42% of 3rd - 6th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP). In 2018-19 48% of 9-12th grade students met their Math growth target as established by NWEA Measures of Academic Progress (MAP).				By 2023-24, 60% of 3rd - 8th grade students met their Reading growth target as established by NWEA Measures of Academic Progress (MAP). 60% of 9-12th grade students met their Reading growth target as established by NWEA Measures of Academic Progress (MAP).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Truancy & Student Services	All students who are experiencing truancy, personal needs, or academic concerns will receive a face-to-face contact by Student & Family Engagement Lead, Student & Family Services Coordinator and/or Teachers as monitored by student support team via powerschool reports	$42,861.00	Yes
2	Parent Conference	Monitor and track number of participants in Escuela Popular's Parent Conference to support parenting students	$3,003.00	Yes
3	Tracking number of students using childcare services or transportation	The school uses support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school, tracks students who receive childcare and/or transportation	$40,000.00	Yes
4	Culturally responsive PD	Offer professional development of culturally and linguistically relevant instructional practices with an emphasis on immigrant students	$3,000.00	Yes
5	Tutoring	Coordinate a sustainable tutoring program to support academics	$721.90	Yes
6	Increase outreach and tracking of student services	Increase outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services along with tracking system of how many students are supported and in which areas	$29,909.56	Yes
7	Promote EP Sanctuary School Policy	Increase awareness of Escuela Popular's Sanctuary School Policy	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Academic Achievement Recognition	Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, etc.	$14,911.00	Yes
9	Promoting & tracking of Student Learning Center	Students have access to Student Learning Center and technology along with tracking of number of students visiting learning center and purpose	$7,427.35	Yes
10	Extracurricular activities	Provide extracurricular activities to support well-being/self-care	$54,000.00	Yes
11	Monthly Stakeholder communication	Monthly stakeholder communication distributed by Student Learning Coordinator	$3,416.09	Yes
12	Post-secondary projects/timeline	Communicate with staff the projects and timelines used and implemented by the Academic Counseling Department to support post-secondary education	$27,832.00	Yes
13	A-G course approvals	Obtain A-G course approval for World History, U.S. History, American Government, Economics, Biology, Physical Science, Chemistry, Art, and Spanish 2, Integrated Math 2 and 3	$8,074.50	Yes
14	Post-secondary connection	Coordinate EPHS alumni and staff enrolled in colleges to connect with Seniors entering college	$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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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.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38%	$ 1,101,141

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

Required Descriptions

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

The school is spending all of the additional funds generated through the LCFF school-wide, as our percentage of unduplicated pupils is quite high, 99.6%. All actions and services included in the Local Control Accountability Plan are designed to meet the needs of English learners, foster youth and low-income students. The extra support services we provide (maintaining small class sizes, enrichment instruction provided by additional staff, the availability of high quality professional development, increase in social and student support services, and highly qualified bilingual staff members) for all students are also those that best support our unduplicated students' needs.

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

The services provided to English learners, low-income students, and foster youth will increase proportionally due to the increase in funding. The increased percentage is met by all the actions and services included in the Local Control Accountability Plan. As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The funds we will receive enable us to continue offering an extended school day, hiring high quality teachers, and offer specialized training to our staff to ensure our subgroups are receiving instruction tailored to their needs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$563,327.60				$563,327.60

Totals:	Total Personnel	Total Non-personnel
Totals:	$422,478.30	$140,849.30

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Learning Goals	$139,972.05				$139,972.05
1	2	English Learners Foster Youth Low Income	Establishment of Performance Tasks					$0.00
1	3	English Learners Foster Youth Low Income	Establishment of Performance Tasks Rubrics					$0.00
1	4	English Learners Foster Youth Low Income	PD for Performance Tasks	$13,903.75				$13,903.75
1	5	English Learners Foster Youth Low Income	100% Implementation of Performance Rubrics					$0.00
1	6	English Learners Foster Youth Low Income	Google Classroom Tracking Learning Goals	$15,401.05				$15,401.05
1	7	English Learners Foster Youth Low Income	PD for Google Classroom Tracking					$0.00
1	8	English Learners Foster Youth Low Income	Monitorization of Google Classroom as Tracking System					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Alignment of curriculum	$50,730.40				$50,730.40
2	2	English Learners Foster Youth Low Income	Establish Learning Outcomes					$0.00
2	3	English Learners Foster Youth Low Income	College & Career Pathways					$0.00
2	4	English Learners Foster Youth Low Income	Visual of curriculum & assessment					$0.00
2	5	English Learners Foster Youth Low Income	Refinement of Resources					$0.00
2	6	English Learners Foster Youth Low Income	PD for classified & Certificated staff: tech & assessments	$30,799.95				$30,799.95
2	7	English Learners Foster Youth Low Income	PD for new curriculum	$41,793.00				$41,793.00
2	8	English Learners Foster Youth Low Income	PD for School Leaders					$0.00
2	9	English Learners Foster Youth Low Income	Resources for implementation Human and financial resources are allocated to successfully implement the curriculum and assessment framework	$35,571.00				$35,571.00
3	1	English Learners Foster Youth Low Income	Truancy & Student Services	$42,861.00				$42,861.00
3	2	English Learners Foster Youth Low Income	Parent Conference	$3,003.00				$3,003.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Tracking number of students using childcare services or transportation	$40,000.00				$40,000.00
3	4	English Learners Foster Youth Low Income	Culturally responsive PD	$3,000.00				$3,000.00
3	5	English Learners Foster Youth Low Income	Tutoring	$721.90				$721.90
3	6	English Learners Foster Youth Low Income	Increase outreach and tracking of student services	$29,909.56				$29,909.56
3	7	English Learners Foster Youth Low Income	Promote EP Sanctuary School Policy					$0.00
3	8	English Learners Foster Youth Low Income	Academic Achievement Recognition	$14,911.00				$14,911.00
3	9	English Learners Foster Youth Low Income	Promoting & tracking of Student Learning Center	$7,427.35				$7,427.35
3	10	English Learners Foster Youth Low Income	Extracurricular activities	$54,000.00				$54,000.00
3	11	English Learners Foster Youth Low Income	Monthly Stakeholder communication	$3,416.09				$3,416.09
3	12	English Learners Foster Youth Low Income	Post-secondary projects/timeline	$27,832.00				$27,832.00
3	13	English Learners Foster Youth Low Income	A-G course approvals	$8,074.50				$8,074.50

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	14	English Learners Foster Youth Low Income	Post-secondary connection					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$563,327.60	$563,327.60
LEA-wide Total:	$563,327.60	$563,327.60
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Student Learning Goals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,972.05	$139,972.05
1	**2**	Establishment of Performance Tasks	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
1	**3**	Establishment of Performance Tasks Rubrics	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
1	**4**	PD for Performance Tasks	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,903.75	$13,903.75
1	**5**	100% Implementation of Performance Rubrics	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
1	**6**	Google Classroom Tracking Learning Goals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,401.05	$15,401.05
1	**7**	PD for Google Classroom Tracking	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Monitorization of Google Classroom as Tracking System	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	1	Alignment of curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,730.40	$50,730.40
2	2	Establish Learning Outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	3	College & Career Pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	4	Visual of curriculum & assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	5	Refinement of Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	6	PD for classified & Certificated staff: tech & assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,799.95	$30,799.95
2	7	PD for new curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,793.00	$41,793.00
2	8	PD for School Leaders	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	9	Resources for implementation Human and financial resources are allocated to successfully implement the curriculum and	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,571.00	$35,571.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		assessment framework					
3	1	Truancy & Student Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,861.00	$42,861.00
3	2	Parent Conference	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,003.00	$3,003.00
3	3	Tracking number of students using childcare services or transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	4	Culturally responsive PD	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
3	5	Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$721.90	$721.90
3	6	Increase outreach and tracking of student services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,909.56	$29,909.56
3	7	Promote EP Sanctuary School Policy	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	8	Academic Achievement Recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,911.00	$14,911.00
3	9	Promoting & tracking of Student Learning Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,427.35	$7,427.35
3	10	Extracurricular activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	$54,000.00
3	11	Monthly Stakeholder communication	LEA-wide	English Learners	All Schools	$3,416.09	$3,416.09

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	**12**	Post-secondary projects/timeline	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,832.00	$27,832.00
3	**13**	A-G course approvals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,074.50	$8,074.50
3	**14**	Post-secondary connection	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.