2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Empower Language Academy
CDS Code:	37683380129387
LEA Contact Information:	Name: Demetria Brown Position: Executive Director Phone: (858) 292-1304
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$1,491,643
LCFF Supplemental & Concentration Grants	$196,409
All Other State Funds	$422,196
All Local Funds	$36,064
All federal funds	$364,999
Total Projected Revenue	$2,314,902

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2,311,820
Total Budgeted Expenditures in the LCAP	$2,114,507
Total Budgeted Expenditures for High Needs Students in the LCAP	$196,409
Expenditures not in the LCAP	$197,313

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$179,702
Actual Expenditures for High Needs Students in Learning Continuity Plan	$189,050

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$9,348

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses not included in the LCP may contain but are not limited to lease expense, facilities expense, and other general administrative expense.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Empower Language Academy

CDS Code: 37683380129387

School Year: 2021-22

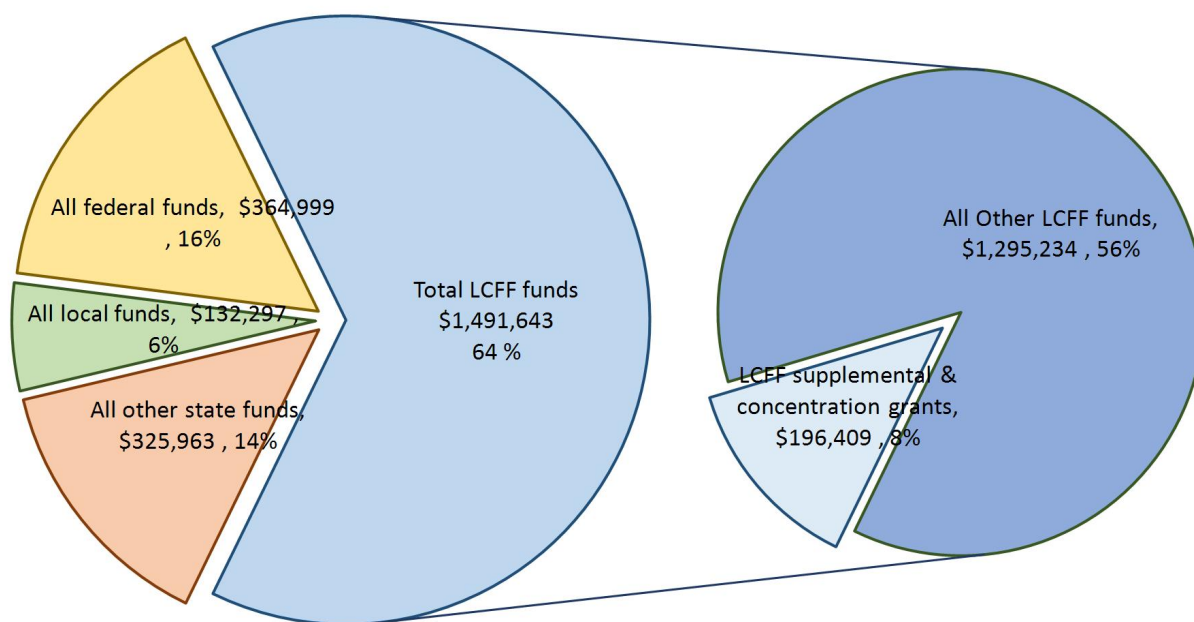LEA contact information:

Demetria Brown

Executive Director

(858) 292-1304

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $364,999 , 16%

All local funds, $132,297 , 6%

All other state funds, $325,963 , 14%

Total LCFF funds $1,491,643 64 %

All Other LCFF funds, $1,295,234 , 56%

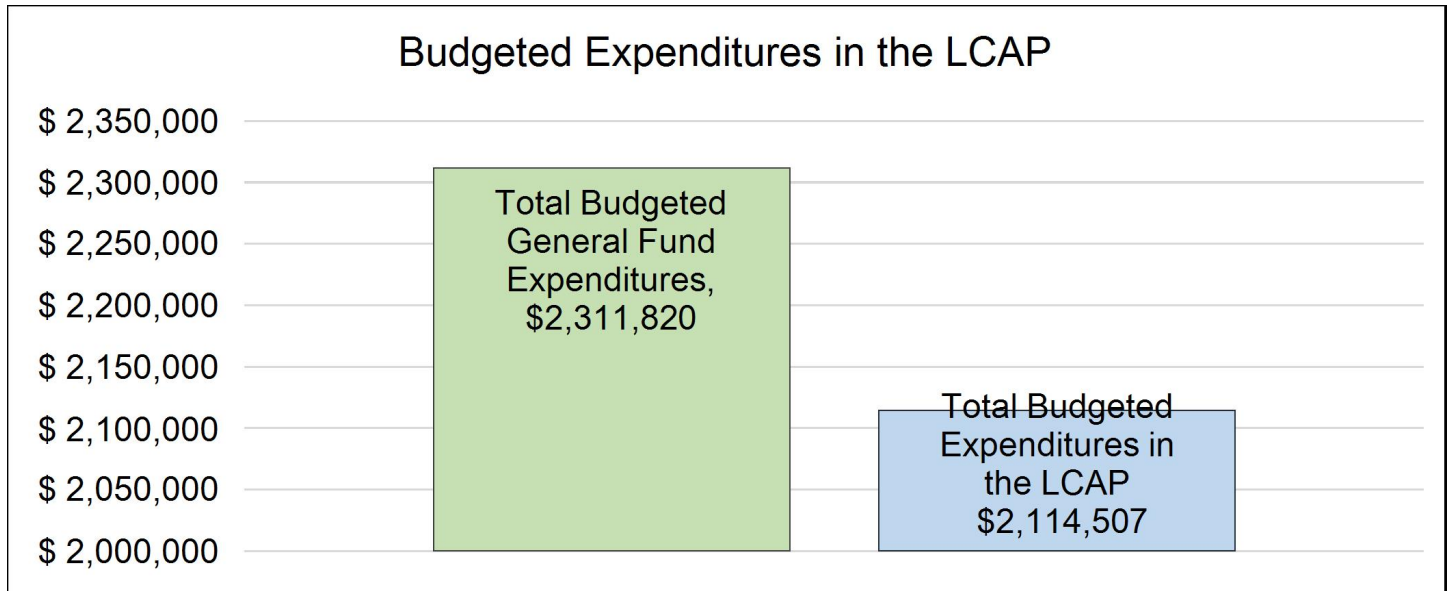LCFF supplemental & concentration grants, $196,409 , 8%

This chart shows the total general purpose revenue Empower Language Academy expects to receive in the coming year from all sources.

The total revenue projected for Empower Language Academy is $2,314,902, of which $1,491,643 is Local Control Funding Formula (LCFF), $325,963 is other state funds, $132,297 is local funds, and $364,999 is federal funds. Of the $1,491,643 in LCFF Funds, $196,409 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.

Budgeted Expenditures in the LCAP

$ 2,350,000	
$ 2,300,000	
$ 2,250,000	Total Budgeted General Fund Expenditures, $2,311,820
$ 2,200,000	
$ 2,150,000	
$ 2,100,000	Total Budgeted Expenditures in the LCAP $2,114,507
$ 2,050,000	
$ 2,000,000	

This chart provides a quick summary of how much Empower Language Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Empower Language Academy plans to spend $2,311,820 for the 2021-22 school year. Of that amount, $2,114,507 is tied to actions/services in the LCAP and $197,313 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
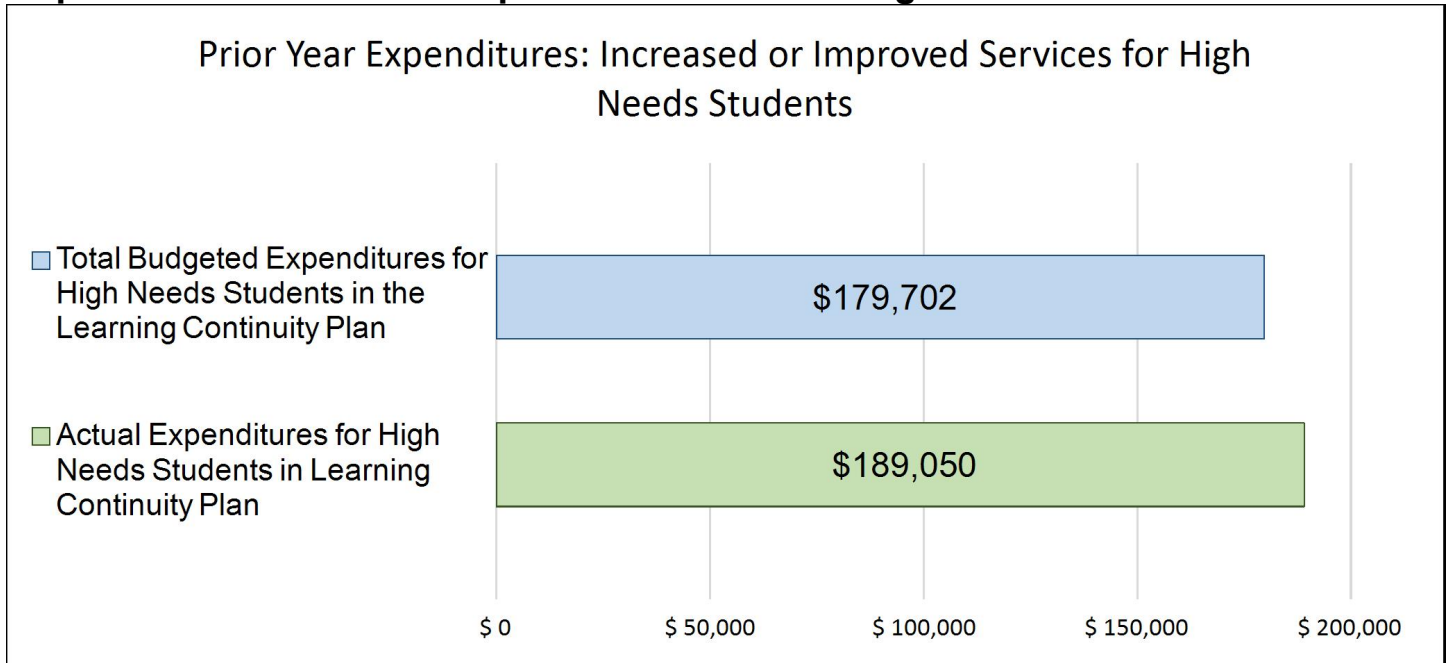
Expenses not included in the LCP may contain but are not limited to lease expense, facilities expense, and other general administrative expense.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Empower Language Academy is projecting it will receive $196,409 based on the enrollment of foster youth, English learner, and low-income students. Empower Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Empower Language Academy plans to spend $196,409 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $179,702

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $189,050

(Axis: $ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000)

This chart compares what Empower Language Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Empower Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Empower Language Academy's Learning Continuity Plan budgeted $179,702 for planned actions to increase or improve services for high needs students. Empower Language Academy actually spent $189,050 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Empower Language Academy	Demetria Brown Executive Director	dbrown@empowercharter.org (858) 292-1304

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

Goal 1

All students will receive instruction from appropriately credentialed teachers, will have sufficient access to standards-aligned instructional materials, and will learn in a functional academic environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% appropriately credentialed teachers **19-20** 100% of teachers will hold appropriate credentials. **Baseline** 100% appropriately credentialed teachers.	100% of teachers are appropriately credentialed
Metric/Indicator 100% of teachers will participate in at least 20 hours of professional learning each year **19-20** 100% of teachers will participate in at least 20 hours of professional learning each year **Baseline** 100% of teachers participate in at least 20 hours of professional learning each year	100% of teachers participated in at least 20 hours of professional learning
Metric/Indicator All students, including English Learners, have access to California content standards-aligned curricula and instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.	All students, including English Learners, had access to California content standards-aligned curricula and instructional materials (including ELD standards)

Expected	Actual
19-20 All students, including English Learners, have access to California content standards-aligned curricula and instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories. **Baseline** All students, including English Learners, have access to California content standards-aligned curricula and instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.	
Metric/Indicator The building(s) meet(s) required operating standards as measured by the Facilities Inspection Tool (FIT). **19-20** All sites will meet required operating standards, overall score of at least "Good" as measured by FIT. **Baseline** The current buildings meet required operating standards.	"Good" rating on the FIT

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ and recruit highly qualified teachers and administrators.	$811,680	$766,380
Provide Special Education Services: • Educational Specialist services • Occupational Therapist services • Speech Therapy services • Psychologist services • Other services as determined by an Individualized Education Plan (IEP)	$225,535	$210,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Provide Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students. • Provide English learners with access to ELD standards-aligned instructional materials.	$13,000	$13,756
Provide teachers with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology. Provide instructional support staff with professional development as required.	$20,000	$19,050
• Facilities License costs for site. • Custodial services to ensure a safe and clean campus. • IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation. • Provide for operational materials and supplies as needed.	$55,969	$59,000

Goal Analysis

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

Any variance in our budget to actuals this year was due to the COVID-19 pandemic. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

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

Empower transitioned smoothly to distance learning after campus closure in spring 2020. We adapted staff roles and responsibilities to support students virtually. The administration focused professional development on distance learning and the school invested in

standards-aligned digital resources. As a result, all students, including Students with Disabilities and English Learners, continued to receive services and targeted instruction. The transition to a new facility posed some logistical challenges, but the school was able to complete the transition while campus was closed.

Goal 2

Empower Charter School will accelerate student achievement through high quality instruction and enrollment in a broad course of study that includes fitness, wellness, and college and career development activities, as well as multicultural, multilingual experiences.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	1, 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Assessment of Student Performance and Progress (CAASPP) **19-20** ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics. **Baseline** ECS reduced the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.	N/A for 2019-2020 (COVID-19). 2019 scores showed growth in in both ELA and Math. The number of students not meeting or exceeding standards decreased by 22% in ELA and 29.4% in math
Metric/Indicator English Learners achieving proficiency in English. **19-20** ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.	N/A for 2019-2020 (COVID-19). 54.5% of EL students made annual progress towards English Proficiency in 2019. This was the baseline for the English Language Progress Indicator.

Expected	Actual
Baseline ELs making at least one year's progress in achieving English: 55.3% <5 years cohort: 26% 5+ years cohort: 66.7%	
Metric/Indicator English Learner Reclassification rate. **19-20** ECS aims to reclassify at least 50% of eligible English Proficient students. **Baseline** 77% Reclassification rate of eligible English Learners	1.5% reclassification rate in 2019-2020 (COVID-19)
Metric/Indicator At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including, EL and SED students. **19-20** At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including, EL and SED students. **Baseline** At least 70% demonstrate growth, including EL and SED students.	2019-2020 Positive NWEA School Conditional Growth Index in both Math and Reading
Metric/Indicator 100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness as measured by daily schedule. **19-20**	100% of students have access to a broad course of study

Expected	Actual
100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness **Baseline** 100% of students have access to a broad course of study, including athletics and wellness	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Tracking and Assessing Student Academic Growth: • Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. • Administer Running Records to monitor student reading levels (DRA) at least twice per year. • Administer ELPAC assessment for students whose Home Language Survey identifies a language other than English. • Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level. • Conduct regular data analysis in PLCs to track student growth and needs.	$5,624	$5,000
Meeting needs of Unduplicated Students (EL, FY, LI): • Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided. • Provide supplemental instruction and intervention for Low income, Foster Youth, and English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge and build numeracy skills. • Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.	$20,000	Refer to Goal 1, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Communicate with parents/families regarding EL academic performance and progress. • Provide materials, software, or technology as needed to supplement EL instruction.		

Goal Analysis

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

Any variance in our budget to actuals this year was due to the COVID-19 pandemic. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

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

Empower Language Academy successfully transitioned its course of study to distance learning. Unduplicated pupils continued to receive services and support, including enrichment. The lack of 2019-2020 CAASPP and summative ELPAC data due to the pandemic posed a challenge when it came to analyzing student progress data. However, the school has 2019-2020 NWEA data showing schoolwide growth in both Reading and Math.

Goal 3

Empower Charter School will accelerate student achievement through high quality instruction and enrollment in a broad course of study that includes fitness, wellness, and college and career development activities, as well as multicultural, multilingual experiences.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain a minimum of 95% attendance. **19-20** Maintain a minimum of 95% attendance. **Baseline** P2 attendance rate of 2016-17: 95.75%	94.85% through the date of campus closure
Metric/Indicator Maintain suspension rate under 10% **19-20** Maintain suspension rate under 10% **Baseline** Suspension rate 2016-17: 2.5%	4.7% through the date of campus closure
Metric/Indicator Maintain expulsion rate under 2% **19-20** Maintain expulsion rate under 2% **Baseline** Expulsion rate 2016-17: 0%	0%

Expected	Actual
Metric/Indicator Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff. **19-20** Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff. **Baseline** Current survey results range from 72% to 100% satisfaction rates among parents, students, and staff for safe and supportive school environment and school connectedness.	Positive survey results were above 50% for all stakeholder groups
Metric/Indicator Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. **19-20** Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. **Baseline** Parents are provided with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.	Parent groups met regularly per local policy
Metric/Indicator At least 50% of parents participate in volunteer opportunities. **19-20** At least 50% of parents participate in volunteer opportunities. **Baseline** At least 50% of parents participate in volunteer opportunities.	Over 50% of parents volunteered
Metric/Indicator	2019-2020 N/A due to COVID-19. The 2019 rate was 6%

Expected	Actual
Chronic Absenteeism **19-20** Maintain chronic absenteeism rate 10% or lower. **Baseline** 8.2%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School climate: • Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. • Monitor school attendance rates daily. • Implement Character Education. Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home. • Implement Restorative Justice program. • Host monthly Student Recognition Awards assemblies. • Administer annual survey to assess school climate and obtain feedback and input from students. Empower engages parent participation, and input through: • regular parent workshop(s) and/or meetings • hosting student/parent orientation at the beginning of the school year. • administering annual parent survey to obtain feedback and input about the school's program. • Provide advisory committees: o Host at least 2 English Language Advisory Committee (ELAC) meetings annually. o Host at least 2 School Site Council (SSC) meetings annually.	$105,000	119,404

Goal Analysis

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

N/A All Actions/Services were implemented and budgeted funds were fully expended.

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

Data was generally positive: volunteer opportunities, chronic absenteeism, and survey results all showed positive trends. Once the campus closed due to COVID-19, Empower Language Academy ramped up the frequency of communications to keep students engaged in the academic program. We leveraged technology to continue holding parent meetings and involving school stakeholders in the decision-making process. A challenge was to stay in contact with some families due to out-of-date contact information. This issue was largely resolved after the transition period.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide for enhanced facilities cleaning	$20,000	$20,000	No
Purchase materials to support health/safety, e.g. protective barriers, sanitizing stations, PPE, signage	$25,000	$25,000	No
Offer academic, arts, and athletics programming and childcare outside of regular school hours	$130,000	$130,000	No
Schedule additional staff to support student learning and smaller class sizes	$60,825	65,000	Yes
Purchase non-educational software to implement safety measures (electronic signature platforms, student and staff screening systems)	$8,200	$27,530	No

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

The cost of software to implement safety measures was higher than expected.

Analysis of In-Person Instructional Offerings

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

Due to the COVID-19 pandemic, Empower Language Academy remained in Distance Learning throughout most of the 2020-2021 school year. During that time, we offered cohort-based instruction to small groups of unduplicated pupils. We reopened March 9 in a hybrid instructional model where all students were able to attend in-person learning once per week. A challenge we faced when implementing in-person instruction was devising a schedule that complied with CDPH guidelines while maximizing the amount of in-person instruction available to students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide professional development focused on online and onsite instruction for most vulnerable learners, including English Learners, students with disabilities, and learners needing targeted support.	$3,000	19,050	Yes
Purchase WiFi hotspots to students without internet connectivity	$10,000	10,000	No
Purchase technology devices	$3,000	28,600	No
Research and purchase educational technology tools and software	$19,000	14,000	No
Offer technology troubleshooting and assistance to both staff and parents	$4,000	4,000	No
Purchase and distribute hands-on instructional materials in both the hybrid and distance learning phases	$5,000	5,000	No
Implement social-emotional learning, social activities, and supports: schedule additional staff hours and/or establish partnerships when needed	$22,165	20,000	Yes

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

The cost of devices and training was higher than anticipated due to the length of time we were in 100% Distance Learning. Even after returning to in-person learning, our hybrid instructional model still relied on actions related to the distance learning program.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Empower Language Academy fully transitioned to distance learning instruction within 15 days of campus closure. During that interim time, teachers provided learners with asynchronous activities, both non-technology and technology-based. When synchronous instruction resumed, programming included daily live interaction, small group support, formative/summative assessments, and social-emotional learning supports. As appropriate, students continued to receive additional academic interventions, English Language Development, and Special Education services.

Access to Devices and Connectivity
The school distributed devices to all students shortly after campus closure in March 2020. The main challenge was universal access to internet connectivity. The school worked with families and community partners to provide internet hot spots as needed.

Pupil Participation and Progress
Teachers worked to encourage pupil participation through technology tools and distance learning instructional strategies. Despite scheduling, safety, logistical, and support challenges, the school was able to measure progress via normed and curricular assessments.

Distance Learning Professional Development
Professional development focused on instructional strategies, socio-emotional learning, and integrating new technology tools. While overall effective, the number of training hours needed to adjust to distance learning was significant.

Staff roles and responsibilities
The shift towards distance learning impacted the responsibilities and routines of all staff. Staff had to become familiar with teleconferencing tools and adjust to working from home. Teachers learned how to navigate and integrate a series of new tools, including an online resource hub. They posted regular assignments in the academic content areas, and held daily live meetings with their students. Instructional staff supported teachers with planning, technology troubleshooting, and support during class meetings. The counselor was available to meet virtually with students to discuss and mitigate the negative impact of the pandemic on mental health. Custodial staff completed tasks related to COVID safety and prepared the facility for in-person learning. Front office staff monitored attendance and regularly communicated with parents. Administrators managed tech distribution and coordinated professional development to support distance learning.

Support for Pupils with Unique Needs
Empower Language Academy successfully continued to provide support for pupils with unique needs throughout the pandemic. Special education students received required services according to their Individual Education Plans (IEPs), in addition to general education offerings. English language learners continued to participate in both integrated and designated English language Development (ELD) instruction. Homeless and foster youth were prioritized for device distribution, school supplies, and internet hotspots.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement assessment cycle	$5,500	5,000	No
Schedule and staff additional intervention programming	$89,712	85,000	Yes

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

N/A

Analysis of Pupil Learning Loss

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

The school provided additional support for at-risk students, both online and in-person. A challenge we faced was low assignment completion and participation rates for some students during distance learning. The extent of pupil learning loss and the effectiveness of our efforts to mitigate it will be informed by the spring assessment data. Based on these results, the school will offer supplemental academic programming to targeted students.

Analysis of Mental Health and Social and Emotional Well-Being

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

Empower Language Academy regularly monitored and supported mental health and well-being. Successful initiatives included Morning Meetings with emotional check-ins and social opportunities as well as Weekly SEL lessons for all students. The biggest hurdle we faced was the limited availability of mental health providers. We were able to partially address this need, but are actively looking to expand services.

Analysis of Pupil and Family Engagement and Outreach

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

Staff regularly tracked pupil participation, and promptly reached out to parents if students missed instruction. While it was challenging to not have in-person meetings, the school used social media and video conferencing to engage with families. A challenge we faced was maintaining personal connections with select students and families. We followed up and offered flexible communication options based on their preferences and availability. This proved successful, but took a significant amount of staff time. Another challenge was rolling out ParentSquare, a new communications platform, while the campus was closed. The implementation was difficult but well-received.

Analysis of School Nutrition

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

During the period of school closure, Empower Language Academy students were eligible to receive free meals from our vendor, the San Diego Unified School District. Families were provided information about Food and Nutrition Services locations and hours of operation. Once Empower re-opened for in-person instruction, we were able to serve meals to all students; they received a breakfast and lunch for 7 days of the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide meals for our students through the District	$46,379	$23,377	No
Pupil Engagement and Outreach	Empower will engage in outreach to re-engage students and families not connecting with the school.	$4,000	4,000	No

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

Meal costs were less than expected due to school closure.

Overall Analysis

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

Through distance learning, teachers developed strategies to leverage digital resources, which we will continue to develop through professional development as provided for in Goal 1, Action 4 of the 2021-24 LCAP. Empower Language Academy was able to use technology to stay in contact with parents, including parents of unduplicated pupils. This expanded capacity for participation in school activities will be monitored as an engagement metric in Goal 3.

The pandemic reinforced the importance of systemically addressing learning loss through both academic and socio-emotional supports. The LCAP includes actions/services in Goals 2 and 3 to support unduplicated pupils through effective Tier 1 instruction, emotional well-being initiatives, targeted interventions, and small class sizes.

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

The identified needs will be addressed by a combination of additional training, resources, targeted interventions, and learning time provided for in the 2021-24 LCAP. Teachers will be trained to use actionable data to mitigate learning loss as part of a systemic

academic intervention program. The LCAP also budgets for supplemental supplies, computing devices and internet hot spots for low-income, foster, and homeless youth.

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

N/A

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

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

The outcomes of the past two years have informed the development of the LCAP in a variety of ways. The school increased its capacity to use technology, both to engage stakeholders and as an integral part of its educational programming. This impacted the LCAP in the areas of parent engagement, professional development and supplies/materials. Empower Language Academy will address the learning and emotional impact of the pandemic via systemic academic interventions, small class sizes and socio-emotional learning. The 2021 LCAP allocates additional resources towards those actions/services.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

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

  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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
Empower Language Academy	Demetria Brown Executive Director	dbrown@empowercharter.org (858) 292-1304

Plan Summary [2021-22]

General Information

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

Empower Language Academy is a K-6 public charter school located in the Linda Vista community of San Diego. We offer an inquiry-based Spanish dual-language immersion program with a focus on fitness and health. We are passionate about our mission: "Our caring school community will provide students from all backgrounds with an educational experience that honors multilingualism, critical thinking, and fitness." At Empower Language Academy, we promise excellent communication and a "whatever it takes" attitude to help each student succeed. Students will explore and question in a writing-centered, creative, and collaborative learning environment. We also incorporate character education and work with parents as partners. Our students report how much they LOVE attending Empower and that they are growing both academically and outside of the classroom.

We are able to provide more individualized attention because we have a small school setting. Our current enrollment is about 139 students. We serve an ethnically diverse community of students: 83% are Hispanic, 9% white, 3% African-American, 3% are Asian and 2% are two or more races. 39% of students are designated as English Learners (EL), 70% of students are Socio-Economically Disadvantaged (SED), and 12% are Students with Disabilities.

Reflections: Successes

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

2019 CAASPP Math: Empower received a "Green" performance level on the Dashboard due to a schoolwide increase of 42.3 points. We attribute this success to the implementation of our guided math program, which provided all learners with targeted academic support.

2019 CAASP ELA: Schoolwide scores increased by 18.9 points. The state considers growth over 15 points in a year as "Increased Significantly".   The school was recognized in the San Diego Union Tribune for its improvement.

2020 NWEA Measures of Academic Progress (MAP): A positive School Conditional Growth Index (CGI) indicates that growth exceeded norms. Empower Language Academy median CGI was 2.5 in Reading and 1.7 in Mathematics. These scores are well over 0.5, the threshold to be considered above average.

2020 and 2021 COVID-19 Response: Empower transitioned efficiently to distance learning after the campus closed due to the pandemic. Devices were quickly distributed to all students, and internet hot spots were provided to families in need. The staff received just-in-time professional development and was able to continue offering quality programming. When indicators showed it may be safe to reopen, we resumed in-person learning with all necessary safety measures and procedures in place.

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.

2019 Chronic Absenteeism: The Chronic Absentee rate increased by 1.7% in 2019, which dropped the school's Dashboard rating from "Green" to "Orange". The school continues to implement a range of parent outreach practices and attendance tracking procedures.

2019 Suspension Rate: This rate increased by 0.3%, just enough to meet the state definition of "Increased". We have refined our restorative practices and expanded socio-emotional learning programming.

LCAP Highlights

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

The LCAP provides a comprehensive plan to promote student achievement. During the next three years, Empower will focus on promoting parent/student engagement, implementing a professional development plan with a continued focus on effective instructional strategies to accelerate learning, strategies to support language learners, and socio-emotional learning.

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Empower Language Academy invited all stakeholders to participate in its Fall Reconvening and Safety Workgroup. Three sub-groups were formed as a result: the Safety & Operations, Instruction and Learning, and Social Emotional Support. The Workgroup's consensus-based recommendations informed school plans. The school held a public meeting to review the Goals, Actions, and Expenditures and proposed updates for the LCAP and invite comments. In addition, Empower regularly consulted with the following stakeholders in the development of the school plan.

Stakeholder group: Teachers
Consulted via: Weekly staff meetings; Yearly survey; School Site Council (SSC) and English Learner Advisory Committee (ELAC) representation

Stakeholder group: Other School Personnel
Consulted via: Weekly staff meetings; Yearly survey; SSC and ELAC representation

Stakeholder group: Principal and Administrators
Consulted via: Yearly survey; SSC and ELAC representation

Stakeholder group: Parents
Consulted via: Monthly parent group meetings; Biweekly parent group meeting; Monthly Parent-Teacher Organization meeting; Yearly Survey; Parent advisory committees (SSC and ELAC)

Stakeholder group: Pupils
Consulted via: Yearly Survey; Quarterly Upper grade student check-ins

Stakeholder group: SELPA Administrators
Consulted via: Draft LCAP sent for review and feedback

A summary of the feedback provided by specific stakeholder groups.

Parents and pupils: Feedback highlighted the importance of academic support for unduplicated pupils, restorative practices, and mental health services. A review of EL academic achievement by the ELAC noted a performance gap across both math and ELA.

Teachers and other school personnel: Teachers and other staff indicated a continued need for additional training in the area of Socio-Emotional Learning.

Principal and Administrators: This group signaled a need for continued focus on using growth-related metrics, and the importance of investing in high-quality bilingual teachers by continuing to offer competitive salaries.

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

Specific stakeholder input informed the purchase of instructional resources (Goal 1, Action 1), professional development offerings (Goal 2, Action 4 and Goal 3, Action 1), English Learner programming (Goal 2, Action 3), and targeted academic support (Goal 2, Action 2), and staffing (Goal 1, Action 3).

Goals and Actions

Goal

Goal #	Description
1	Create a foundational environment for learning

An explanation of why the LEA has developed this goal.

This Maintenance of Progress goal was developed so that all students have access to sufficient material and human resources to support their learning. An adequate physical environment and access to standards-aligned instructional materials are essential. The school also needs high quality staff to implement the program described in the Empower Language Academy charter. Educators will be appropriately credentialed, know the standards, and teach effectively. Non-instructional staff should be proficient in their assigned duties.

State Priorities: 1. Basic (Conditions of Learning); 2. State Standards (Conditions of Learning); 6. School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT) rating	2019-2020 "Good"				"Good"
Curriculum inventory: % of students who have access to sufficient materials relative to the instructional program described in the school's charter	2020-2021 100%				100%
Professional Development: % of full-time instructional staff	2020-2021 100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
employed for the complete school year who engage in at least 10 days of professional development					
SARC: % of teachers appropriately credentialed and assigned	2020-2021 100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplies and Instructional Materials	Provide for office and classroom supplies. Inventory, research, and purchase instructional materials.	$37,908.00	No
2	Facilities and Operations	Provide for facilities and operations (facility costs, utilities, IT support).	$48,350.00	No
3	Base Staffing	Employ Core Teachers and Administrator to implement the school's educational program and work towards the LCAP goals	$652,530.00	No
4	Professional Development	* Provide CCSS trainings to all instructional staff, including content-area specific professional development in the areas of math, ELA, ELD, and Science (NGSS). * Assist teachers in identifying areas of improvement related to delivering instruction aligned to the academic standards * Provide relevant professional learning for all support staff to perform their duties in support of student learning and parent engagement.	$10,694.00	No

Action #	Title	Description	Total Funds	Contributing

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	Develop well-rounded, healthy students who demonstrate academic achievement

An explanation of why the LEA has developed this goal.

Empower Language Academy will accelerate student achievement through enrollment in a course of study that includes fitness and multicultural/multilingual experiences. This goal was developed in order to provide clear targets across a range of content areas, as well as to provide focused support for English Learners and Socio-Economically Disadvantaged (SED) students.

State Priorities: 2. State Standards (Conditions of Learning); 3. Parental Involvement (Engagement); 4. Pupil Achievement (Pupil Outcomes); 7. Course Access (Conditions of Learning); 8. Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: Average Distance from Standard	2018-2019 All Students: -13.2 Hispanic/Latino: -15.5 SED: -31.9 2019-2020 N/A (COVID-19)				All Students: -7 Hispanic/Latino: -9 SED: -25
CAASPP Mathematics: Average Distance from Standard	2018-2019 All Students: -12.3 Hispanic/Latino: -7.2 SED: -29.3 2019-2020 N/A (COVID-19)				All Students: -6 Hispanic/Latino: +1 SED: -20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Locally administered normed assessment (NWEA): School Conditional Growth Percentile in Reading and Math	2019-2020 Reading: 64th percentile Math: 99th percentile				>35th percentile in both Reading and Math
CAASPP Science: % Met/Exceeded on CAST	2018-2019 N/A (less than 10 students tested) 2019-2020 and 2020-2021 N/A				Establish a baseline and increase by 3% yearly
English Learner Progress Indicator: % making progress towards English Language Proficiency	2018-2019 "Medium" 54.5% 2019-2020 N/A				"Medium" Performance (45-55%)
Physical Fitness Test (PFT): % meeting 4/6 Fitness standards	2018-2019 N/A (less than 10 students tested) 2019-2020 and 2020-2021 N/A (COVID-19)				50%
Master schedule: % of students who have access to and are enrolled in the broad course of study	2020-2021 100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
described in the school's charter					
English Learner Reclassification Rate	2018-2019 9.5% 2019-2020 1.5% (COVID-19)				10%
Programs and Services a. % of Unduplicated Pupils with access to targeted support based on academic needs b. % of EL students receiving Integrated/ Designated ELD c. % of Special Needs students receiving appropriate services	2020-2021 a. 100% b. 100%/100% c. 100%				a. 100% b. 100%/100% c. 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education Services	Provide Special Education services * Collaborate with general education teachers * Participate in the SELPA's professional development offerings * Develop, implement, and monitor Individualized Educational Plans (IEPs) and 504 plans * Hire paraprofessionals to support students with exceptional needs	$272,935.00	No

Action #	Title	Description	Total Funds	Contributing
2	Small Group Interventions	Provide targeted academic intervention in ELA and mathematics as part of a Multi-Tiered System of Supports (MTSS) * Implement assessment cycle. * Monitor progress and analyze student achievement data via Professional Learning Communities (PLCs) * Provide for Instructional Aides and a percentage of certificated staff	$219,755.00	Yes
3	English Learner Programming	Build English language and academic proficiency in EL students via Integrated and Designated ELD * Implement Dual Language Immersion Program (see Goal 1, Action 3 for staff expenditures) * Hire additional staff members to support English Learners * Purchase supplemental learning materials to access the ELD standards Support teachers and administrators in understanding and implementing the ELD standards * Offer professional development focused on embedding the CCSS and ELD standards across the content areas. * Provide instructional coaching and feedback	$9,163.00	Yes
4	Enrichment Opportunities	Provide additional academic and enrichment opportunities for students.	$141,289.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a safe, caring, and inclusive school climate

An explanation of why the LEA has developed this goal.

Students and their families value the culture and climate that has been created. We are charged with maintaining a caring learning environment and actively involving students, staff, and parents in the school community. Physical and emotional safety is a prerequisite for a healthy school climate.

State Priorities: 3. Parental Involvement (Engagement); 5. Pupil Engagement (Engagement); 6. School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % of parents who agree... a. the school seeks input b. parents feel welcome to participate c. the school has adults who care about students	2020-2021 a. 89% b. 91% c. 95%				a. 90% b. 90% c. 90%
Surveys on safety: a. % of staff who agree the school is a safe place for students	2020-2021 a. 100% b. 93% c. 98%				a. 90% b. 90% c. 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
b. % of parents who agree the school is a safe place for their children c. % of students reporting they feel safe at school					
Student Survey: Median % reporting... a. caring adults in school b. school connectedness	2020-2021 a. 95% b. 92%				a. 90% b. 90%
Attendance: a. Chronic Absenteeism rate b. Average Daily Attendance (ADA)	2019-2020 through date of campus closure a. 6.8% b. 94.81% 2020-2021 a. 16.7% through April 29 b. 94.58% through June 11				a. <5% b. 95%
Suspension Rate	2019-2020 4.7% 2020-2021 through April 23 0%				<3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	2019-2020 0% 2020-2021 through April 23 0%				<0.05% over the LCAP term

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavioral Interventions and Support (PBIS)	Adopt evidence-based interventions that improve social and emotional behavior outcomes. * Provide for counseling and restorative practices * Offer professional development for all staff on socio-emotional learning strategies and structures for relationship building.	$183,124.00	Yes
2	Parent Engagement	Connect with parents of unduplicated pupils. * Hold school events, meetings, and workshops * Translate school messages and provide interpreters for parents * Update and maintain communication platforms * Provide resources and training to implement effective stakeholder groups * Promote attendance * Maintain a Community Liaison * Maintain front-office staff to monitor data and welcome students/families	$161,250.00	Yes
3	School Safety	Monitor school safety * Conduct facilities inspections and coordinate repairs as needed * Provide safety training and updates	$44,139.00	No

Action #	Title	Description	Total Funds	Contributing
		* Implement the Comprehensive School Safety Plan * Purchase materials to support health/safety * Provide for custodial services		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.16%	191,121

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.

There were no actions contributing to the increased/improved services requirement continued from the 2017–2020 LCAP.

Goal 2, Action 2 (Small Group Interventions)
Empower Small Group Interventions are based on a Response to Intervention and Instruction model. Low-income students currently perform lower than their peers in both ELA and Mathematics. Targeted academic support should result in the CAASPP ELA and Mathematics performance increases described in the Goal 2 measurable outcomes for the SED subgroup.

Goal 3, Action 1 (Positive Behavioral Interventions and Supports)
PBIS will meet needs most associated with Low-Income students, since this approach may help close the achievement gap between high and low poverty (Steed, 2013). Empower expects this action to contribute towards the Goal 2 CAASPP outcomes for the SED subgroup. The benefits of PBIS may also include the decreased suspension and chronic absenteeism rates for low-income and foster youth students described in Goal 3.

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

The amount spent on staff time equal the increased apportionment, and increase the quantity of services provided by at least the required percentage. The quality of services is also improved due to lower staff to student ratios, dedicated time to focus on the needs of unduplicated pupils, and a coordinator for MTSS services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,085,098.00	$368,849.00		$327,190.00	$1,781,137.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,381,874.00	$399,263.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Supplies and Instructional Materials		$7,467.00		$30,441.00	$37,908.00
1	2	All	Facilities and Operations	$38,350.00	$10,000.00			$48,350.00
1	3	All	Base Staffing	$609,991.00	$42,539.00			$652,530.00
1	4	All	Professional Development				$10,694.00	$10,694.00
2	1	Students with Disabilities	Special Education Services	$110,897.00	$145,457.00		$16,581.00	$272,935.00
2	2	English Learners Foster Youth Low Income	Small Group Interventions	$58,340.00	$33,386.00		$128,029.00	$219,755.00
2	3	English Learners	English Learner Programming				$9,163.00	$9,163.00
2	4	All	Enrichment Opportunities	$1,289.00	$130,000.00		$10,000.00	$141,289.00
3	1	English Learners Foster Youth Low Income	Positive Behavioral Interventions and Support (PBIS)	$60,842.00			$122,282.00	$183,124.00
3	2	English Learners Foster Youth Low Income	Parent Engagement	$161,250.00				$161,250.00
3	3	All	School Safety	$44,139.00				$44,139.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$280,432.00	$573,292.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$9,163.00
Schoolwide Total:	$280,432.00	$564,129.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Small Group Interventions	Schoolwide	English Learners Foster Youth Low Income		$58,340.00	$219,755.00
2	3	English Learner Programming	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$9,163.00
3	1	Positive Behavioral Interventions and Support (PBIS)	Schoolwide	English Learners Foster Youth Low Income		$60,842.00	$183,124.00
3	2	Parent Engagement	Schoolwide	English Learners Foster Youth Low Income		$161,250.00	$161,250.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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)).

o   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:

- o **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.

- o **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.

- o **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:

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

- o **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.