

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Empower Generations

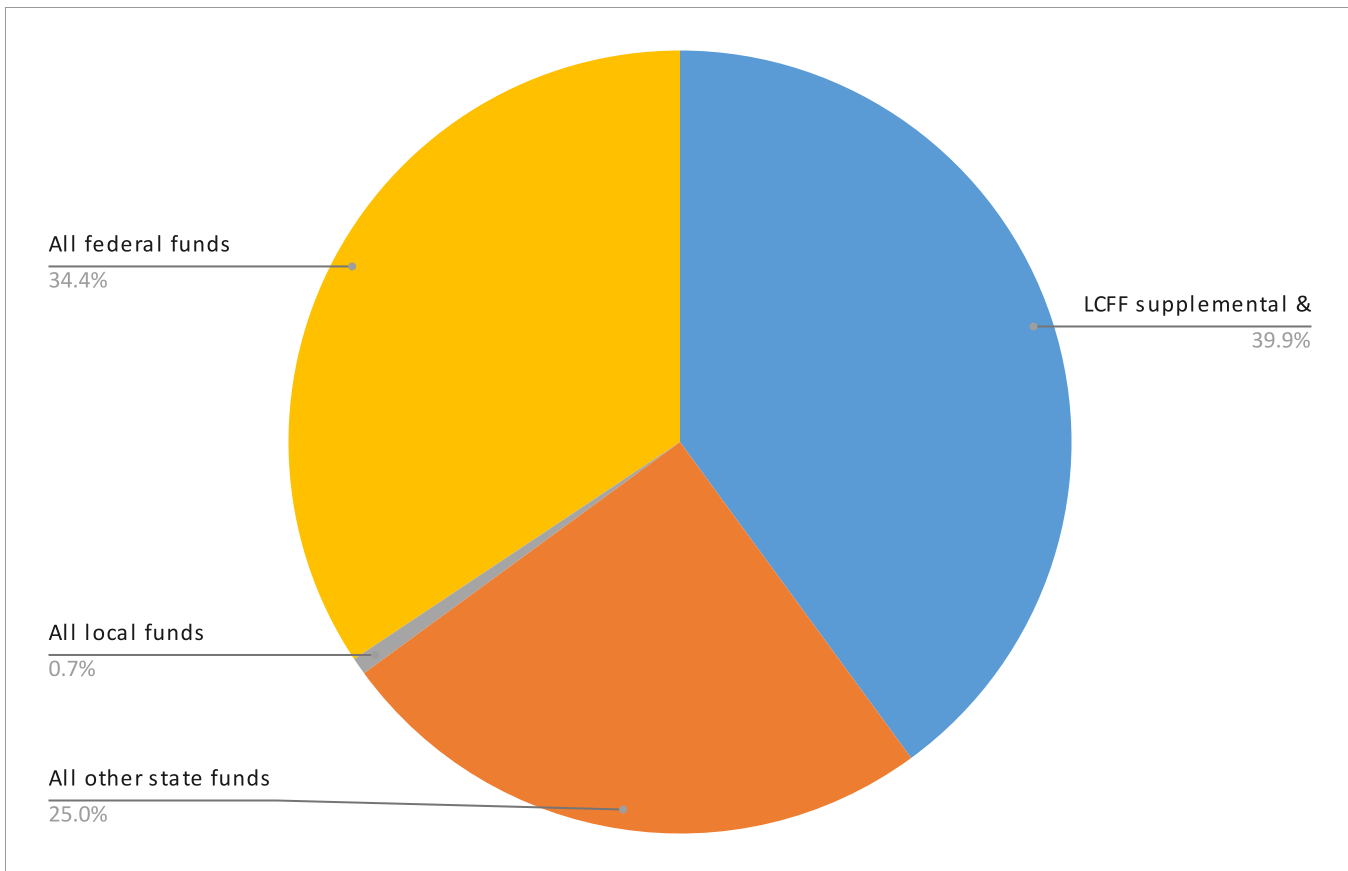
CDS Code: 19 75309 0134619

School Year: 2021 – 22

LEA contact information: Malaka Donovan malaka.donovan@empowergenerations.org

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).

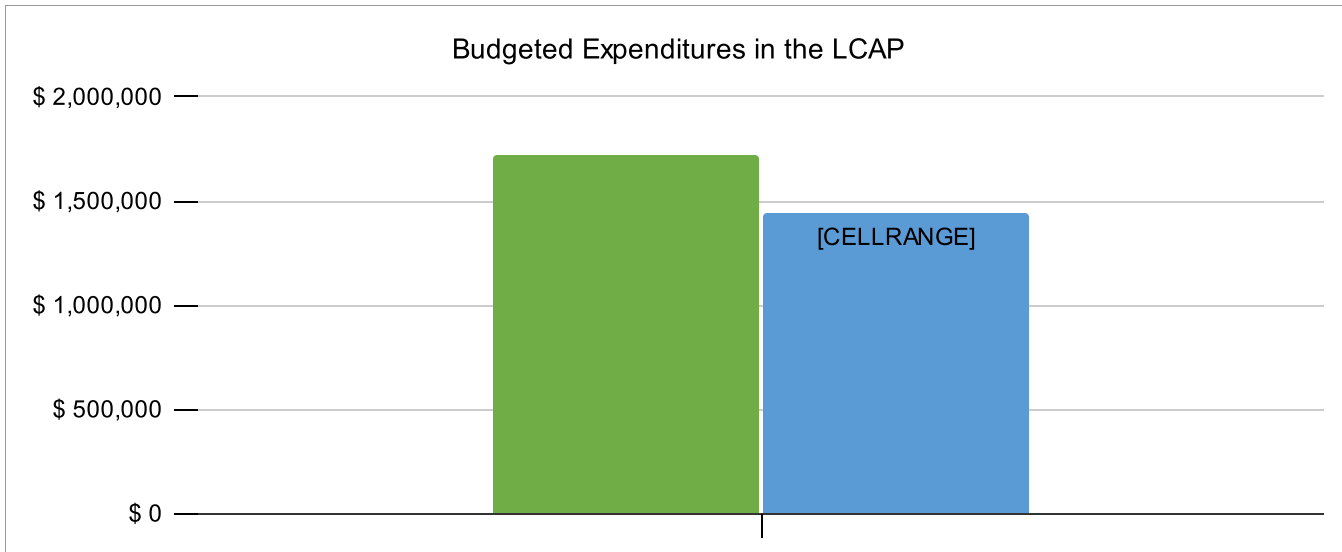
Budget Overview for the 2021 – 22 School Year



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

The total revenue projected for Empower Generations is \$1,793,286.00, of which \$1,366,357.00 is Local Control Funding Formula (LCFF), \$177,707.00 is other state funds, \$5,000.00 is local funds, and \$244,222.00 is federal funds. Of the \$1,366,357.00 in LCFF Funds, \$283,999.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

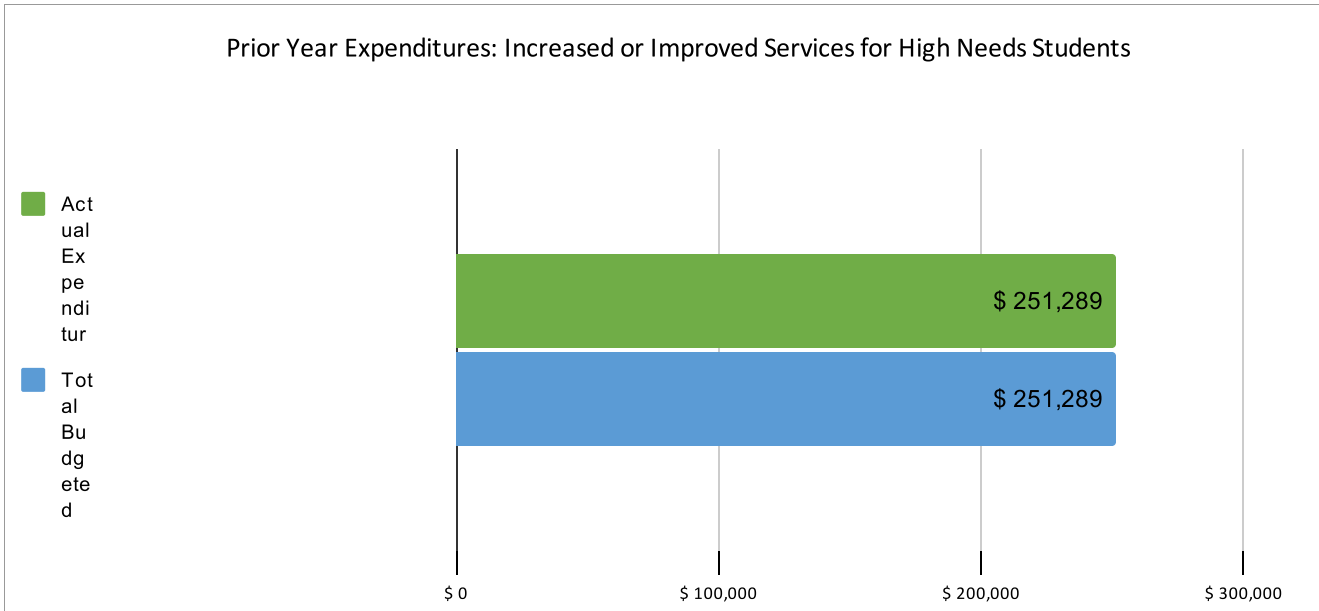
Empower Generations plans to spend \$1,718,459.00 for the 2021 – 22 school year. Of that amount, \$1,440,650.00 is tied to actions/services in the LCAP and \$277,809.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Custodial Supplies, Office supplies, printing supplies, furniture and equipment, vended food service, food supplies, liability insurance, professional dues, memberships and subscriptions, district fees, business services, auditing fees, legal fees, interest, payroll fees, license fees, marketing and advertising, telecommunications

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

In 2021 – 22, Empower Generations is projecting it will receive \$283,999.00 based on the enrollment of foster youth, English learner, and low-income students. Empower Generations must describe how it intends to increase or improve services for high needs students in the LCAP. Empower Generations plans to spend \$284,694.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Empower Generations 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 Generations 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 Generations's Learning Continuity Plan budgeted \$251,289.00 for planned actions to increase or improve services for high needs students. Empower Generations actually spent \$251,289.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|--|
| Empower Generations | Tricia Luckerth Regional Director, So Cal | tricia.luckerth@ileadschools.org (661) 400-1714 |

Annual Update

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

Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders. (WASC action plan goals 1, 7)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate; 7. Course access
Local Priorities:

Annual Measurable Outcomes

| Expected | | Actual |
|--|---|---|
| Continued optional student on-site attendance for advisory, 1:1 meetings with guides, and tutoring. | 2019-20 Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed. | Before Distance Learning, Advisory was offered every day on campus. Through Distance Learning, Advisory was offered every day virtually. Small groups called PODS (Personalized Option for Developing Skills) were offered to additionally work on reading, writing and math. Virtual breakout rooms were offered to help support learners during workshops. Parents and learners received weekly emails with academic updates. Learners developed their digital portfolios around academic and social emotional growth. These were shared with parents during Learner Led Conferences. |
| Increased enrollment | 2019-20 Enrollment remains steady. | Enrollment in 2018-2019 was 63 learners. Enrollment in 2019-2020 was |

| | | |
|--|---|---|
| | | 99 learners. |
| Continued number of partnerships through MOU with appropriate community services. | 2019-20 MOUs from previous year evaluated for effectiveness and alignment to schools vision. New MOUs added with community partners who align to schools vision if appropriate. | MOUS were reviewed, edited if necessary and renewed if needed. No new MOUs were added. |
| Continued participation in community services by learners and parents/families. | 2019-20 Continued participation in community services by learners and parents/families. | Learners continue receiving services from local community partners such as El Nido Family Centers, Penny Lane, W.E.D.O, AVPH, and CareNet. They was We worked to maintain these partnerships during Distance Learning. |
| Positive parent/family/learner satisfaction surveys. | 2019-20 Data to reflect program satisfaction. | Monthly Data meetings were held to review NWEA MAP test scores. Data was used to inform instruction and small group support for learners. Panorama Surveys were given to parents regarding school satisfaction. Data was used to inform necessary communication with families. |

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.(WASC action plan goal 9)</p> | <p>\$35,551 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830 5831 (repeated expenditure) \$2,214 - LCFF - 4000-4999 Books and Supplies - 4345 \$1,600 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830 5831</p> | <p>\$129,730 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830 n5831 \$2,098 - LCFF - 4000-4999 Books and Supplies \$27 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.</p> | <p>\$6,402 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910 \$57,228 - LCFF - 2000-2999 Classified Salaries - 2410 (repeated expenditure) \$11,655 - LCFF - 3000-3999 Employee Benefits - 3302 (repeated expenditure) \$11,655 - LCFF - 3000-3999 Employee Benefits - 3402 (repeated expenditure) \$662 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560</p> | <p>\$1,719 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910 \$65,239 - LCFF - 2000-2999 Classified Salaries - 2410 \$15,793 - LCFF - 3000-3999 Employee Benefits - 3302 \$15,793 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$299 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|--------------------------|------------------------|
|-----------------------------|--------------------------|------------------------|

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location:

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in-person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed of all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

\$6,402 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910 (repeated expenditure)
 \$145,841 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure)
 \$213,273 - LCFF - 3000-3999 Employee Benefits - employee benefits
 \$2,083 - LCFF - 2000-2999 Classified Salaries - 2990 (repeated expenditure)
 \$2,083 - LCFF - 2000-2999 Classified Salaries - 2210 (repeated expenditure)
 \$662 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560 (repeated expenditure)

\$1,719 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)
 \$150,824 - LCFF - 1000-1999 Certificated Salaries
 \$138,724 - LCFF - 3000-3999 Employee Benefits
 \$0 - LCFF - 2000-2999 Classified Salaries
 \$940 - LCFF - 2000-2999 Classified Salaries - 2210
 \$662 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560 (repeated expenditure)

Action 4

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements. (WASC action plan goal 4)

\$91,731 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)
 \$193,543 - LCFF - 2000-2999 Classified Salaries - classified salaries
 \$193,543 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)
 \$356,107 - LCFF - 1000-1999 Certificated Salaries - certificated salaries
 \$213,273 - LCFF - 3000-3999 Employee Benefits - benefits (repeated expenditure)

\$0 - LCFF - 1000-1999 Certificated Salaries
 \$15,646 - LCFF - 2000-2999 Classified Salaries - 2910
 \$15,646 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)
 \$145,841 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)
 \$138,724 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)

Action 5

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Continue to foster and provide communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities include Monthly Community Night to gather as family units, discuss important topics, and share in community celebrations. (WASC action plan goal 3)

\$35,551 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801

\$129,730 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 6

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Develop a School Advisory Board to provide input on LCAP and other related services.(WASC action plan goal 2)

Goal Analysis

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

n/a

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

Challenges:

1. Learners initially struggled with 1:1 meetings and check-ins during Distance Learning. Technology was the first barrier to overcome. We provided learners with 1:1 technology and additionally provided hotspots for those that did not have internet access. The second barrier was learners not wanting to turn on the ZOOM cameras as they did not want to expose their home life/surroundings with their peers and staff members. This made connecting with learners and staff difficult. Staff members continued to reach out and build relationships with daily texts, phone calls and emails.

2. Establishing new MOUs was a challenge due to other business struggling through the COVID pandemic. We continued to virtually work with established partners and provide wrap around services for our learners.

Successes:

1. Our enrollment has increased from the 2018-2019 school year to the 2019-2020 school year.

2. Our communication increased with families and learners due to Distance Learning circumstances. Our staff conducted home visits, daily emails, texts and phone calls. We also communicated with parents through Parent Square to keep them updated about ongoing workshop activities, Distance Learning protocols and upcoming events. Our weekly Monday Message keep learners, parents and community members up to date with what was happening within our school community.

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. (WASC critical area of follow up #1)

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Demonstrate learner progress through holistic formative assessment measures which may include NWEA MAP, iLEAD Comprehensive Growth Card, CAASPP scores, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.</p> <p>2019-20 Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.(WASC critical area of follow up #6)</p> | <p>NWEA MAP tests were administered three times during the school year - Fall, Winter, and Spring. Data was used to inform academic instruction.</p> <p>With Advisors in Fall, learners wrote academic and social emotional goals for their Individualized Learning Plans. Learners reflected and shared with families about the goals and growth during Spring Learner Led Conferences.</p> <p>Learners participated in the Gallup Poll. Parents participated in a school Panorama Survey regarding school satisfaction.</p> <p>Areas to continue working on include: Learner Portfolios, Resiliency Program Toolkit, and iLEAD Comprehensive Growth Card.</p> |
| <p>Continued appropriate reclassification of English Learners</p> <p>2019-20 Reclassification of English Learners reflects learner growth and school system of reclassification.</p> | <p>Empower Generations did not have any learners reclassify. English Language Learner support continued through inclusion support while learners were on campus.</p> |
| <p>Increased learning options in course catalog in online courses, electives, CTE courses, and on-site small group instruction.</p> <p>2019-20 Maintain courses that meet UC a-g requirements and continue to add CTE pathway options.</p> | <p>UC a-g courses are continuously updated in the portal to ensure learners have choices in a-g courses. Empower Generations is still working on developing their CTE pathways program.</p> |

Offer opportunities for learners to meet or exceed school graduation requirements.

2019-20

Learners are offered flexible and appropriate ways to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning per their Individual Learning Plan.

Learners can either choose a 180 course credit basic California High School Diploma or a 240 course credit College Path High School Diploma based on their time and post-secondary goals. The school counselor meets individually with learners to plan their graduation path and tracks which pathways the learners choose.

During Distance Learning courses were offered virtually with asynchronous and synchronous virtual class time. The hybrid learning model offered online/virtual classes with on campus support.

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators and competency-based assessment. Solidify system for portfolio development.</p> <p>Increase the number of students who consistently take assessments. Work to create a more holistic and reliable system of collecting authentic data to analyze achievement and growth</p> | <p>\$3,433 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851</p> <p>\$9,133 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210 5220 5233</p> | <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851</p> <p>\$3,446 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research-based</p> | <p>\$91,731 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)</p> <p>\$145,841 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure)</p> | <p>\$91,731 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p> <p>\$150,824 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p> |

appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners (WASC action plan goal 5)

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase EL Reclassification Rate.</p> | <p>\$3,398 - LCFF - 4000-4999 Books and Supplies - curriculum 4110 4130</p> | <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> |

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Using a variety of data, utilize a comprehensive Individual Learning Plan process for each student to assess needs, strengths, and goals and create a personalized path toward graduation. Use 1:1 weekly meeting to assess student progress toward ILP goals, make adjustments, and provide targeted intervention and support. Assess the achievement of Individual Learning Plan using testing data, course completion, and mastery of competencies and standards, and student portfolio.</p> <p>Use data from assessments to create, modify, and assess</p> | <p>\$15,500 - LCFF - 4000-4999 Books and Supplies - 4315 4430</p> | <p>\$510 - LCFF - 4000-4999 Books and Supplies</p> |

personal learning plans for each learner. (WASC action plan goals 5, 6, 8)

Goal Analysis

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

n/a

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

Challenges:

Administering the Spring NWEA MAP test was difficult to do with learners working from home. Learners sometimes struggled with logging into the platform from their computers. Staff sent many reminders about MAP testing prior to the time and day to help with testing anticipation, but many chose not to participate.

Successes:

The School Counselor was able to virtually meet with learners 1:1 and discuss their graduation plans and course requirements. The individual attention helped learners stay focused towards achieving their goals.

Goal 3

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in Empower Generations Charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

| Expected | | Actual |
|---|---|---|
| Number of credentialed guides will be appropriate for the number of learners enrolled. | 2019-20 Empower Generations will maintain a 25:1 ratio of credentialed guides to learners. | With an enrollment of 99 learners, the ratio was 33:1. We are continuing to work towards a 25:1 ratio. |
| Parent/Family/Learner annual survey. | 2019-20 The majority of parents/learners will report overall satisfaction with the school program. | |
| Help Desk Facilities Ticket response data | 2019-20 Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed. Students and parents will report safe, clean, welcoming learning space. Informal attendance to on campus activities will increase. | All help desk tickets were resolved in an appropriate time frame with sufficient budgeting. A cleaning/maintenance staff member was hired to clean the campus daily and attend to any maintenance issues in a timely manner. Attendance on campus increased through learner led clubs, all school town hall meetings, learner led events and engaging projects. |
| Participation of continuous professional development for staff and guides. | 2019-20 Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars. | All staff attends Camp Make professional learning opportunities two weeks before school begins. All staff attends three days of professional learning in October, one day in January, two days in March and one day |

in April. In addition, Friday afternoons are reserved for staff professional learning opportunities as needed.

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and TIP (formerly BTSA) programs as needed.</p> | <p>\$177,756 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure) \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5335</p> | <p>\$129,730 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.</p> | <p>\$2,634 - LCFF - 5000-5999 Services and Other Operating Expenses - 5630 \$203 - LCFF - 4000-4999 Books and Supplies - 4330 \$81,844 - LCFF - 5000-5999 Services and Other Operating Expenses - 5610 5410 5510 5520</p> | <p>\$7,040 - LCFF - 5000-5999 Services and Other Operating Expenses \$150 - LCFF - 4000-4999 Books and Supplies \$112,498 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> | <p>\$3,898 - LCFF - 4000-4999 Books and Supplies - 4110 4130 4315 goals 2.3 and 2.4 (repeated expenditure) \$56,584 - LCFF - 4000-4999 Books and</p> | <p>\$3,898 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 4000-4999 Books and Supplies</p> |

| | | |
|--|--|--|
| <p>Students to be Served: All</p> <p>Location:</p> <p>All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable.</p> | <p>Supplies - 4120 4305 4345 \$2,988 - LCFF - 4000-4999 Books and Supplies - 4130 (repeated expenditure)</p> | |
|--|--|--|

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.</p> | <p>\$410 - LCFF - 4000-4999 Books and Supplies - 4110 (repeated expenditure) \$2,083 - LCFF - 2000-2999 Classified Salaries - 2990 (repeated expenditure)</p> | <p>\$410 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$2,083 - LCFF - 2000-2999 Classified Salaries</p> |

Goal Analysis

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

n/a

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

Challenges:

1. With the rapid increase in enrollment, it was challenging to hire credentialed teachers to stay at the 25:1 teacher:student ratio.
2. With a rapid increase in enrollment, we saw a dip in our school culture. Our new families and staff required continuous onboarding regarding our school culture. In addition, we needed weekly staff debrief sessions to continuously discuss ways in which we could make improvements.

Successes:

1. Staff participated in a 2 week Camp Make Professional Learning experience before school started. There were three professional learning opportunities each month on Fridays. Staff had collegiate conversations regarding student achievement, workshop development, assessments, and procedures and protocols.

2. With a new ticket system and new staff member, the campus was cleaned daily and any items that needed maintenance was resolved in a timely manner.

Expenditure Summary

| Expenditures by Budget Category | | |
|---|-----------------------------|---------------------------------------|
| Budget Category | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Budget Categories | \$984,081 | \$650,664 |
| 1000-1999 Certificated Salaries | 356,107 | 150,824 |
| 2000-2999 Classified Salaries | 193,543 | 83,908 |
| 3000-3999 Employee Benefits | 213,273 | 154,517 |
| 4000-4999 Books and Supplies | 77,899 | 6,656 |
| 5000-5999 Services and Other Operating Expenses | 143,259 | 254,759 |

| Expenditures by Funding Source | | |
|--|-----------------------------|---------------------------------------|
| Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Funding Sources | \$984,081 | \$650,664 |
| LCFF Base/Not Contributing to Increased or Improved Services | 431,033 | 632,935 |
| LCFF S & C/Contributing to Increased or Improved Services | 553,048 | 17,729 |

| Expenditures by Budget Category and Funding Source | | | |
|--|--|-----------------------------|---------------------------------------|
| Budget Category | Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Budget Categories | All Funding Sources | \$984,081 | \$650,664 |
| 1000-1999 Certificated Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 0 | 150,824 |
| 1000-1999 Certificated Salaries | LCFF S & C/Contributing to Increased or Improved Services | 356,107 | 0 |
| 2000-2999 Classified Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 0 | 66,179 |

| | | | |
|---|--|---------|---------|
| 2000-2999 Classified Salaries | LCFF S & C/Contributing to Increased or Improved Services | 193,543 | 17,729 |
| 3000-3999 Employee Benefits | LCFF Base/Not Contributing to Increased or Improved Services | 213,273 | 154,517 |
| 3000-3999 Employee Benefits | LCFF S & C/Contributing to Increased or Improved Services | 0 | 0 |
| 4000-4999 Books and Supplies | LCFF Base/Not Contributing to Increased or Improved Services | 74,501 | 6,656 |
| 4000-4999 Books and Supplies | LCFF S & C/Contributing to Increased or Improved Services | 3,398 | 0 |
| 5000-5999 Services and Other Operating Expenses | LCFF Base/Not Contributing to Increased or Improved Services | 143,259 | 254,759 |

| Annual Update Expenditures by Goal and Funding Source | | |
|---|-----------------------------|---------------------------------------|
| Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |

Goal 1:

Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders. (WASC action plan goals 1, 7)

| | | |
|--|-----------|-----------|
| All Funding Sources | \$809,352 | \$521,039 |
| LCFF Base/Not Contributing to Increased or Improved Services | 259,702 | 505,393 |
| LCFF S & C/Contributing to Increased or Improved Services | 549,650 | 15,646 |

Goal 2:

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. (WASC critical area of follow up #1)

| | | |
|--|----------|---------|
| All Funding Sources | \$31,464 | \$3,956 |
| LCFF Base/Not Contributing to Increased or Improved Services | 28,066 | 3,956 |
| LCFF S & C/Contributing to Increased or Improved Services | 3,398 | 0 |

Goal 3:

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in Empower Generations Charter.

| | | |
|--|-----------|-----------|
| All Funding Sources | \$143,265 | \$125,669 |
| LCFF Base/Not Contributing to Increased or Improved Services | 143,265 | 123,586 |
| LCFF S & C/Contributing to Increased or Improved Services | 0 | 2,083 |

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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 |
|---|----------------------|-------------------------------|--------------|
| Purchase of additional cleaning supplies, handwashing stations and other safety supplies | \$5,000.00 | \$2,719.20 | N |

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.

There were no substantive differences between the planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

Building relationships with learners and families was our greatest success. On a weekly basis staff reached out to learners to check in with them both academically and socially.

Our staff worked to create authentic interdisciplinary projects to keep learners engaged. They collaborated weekly with one another to realign or adjust projects as needed to meet the needs of the learners working from home.

Many of our learners realized that they struggled with accessing the curriculum from home. They had to first learn how to navigate the various online platforms and resources and then work through the new curriculum. We created small PODs to support learners academically, but they were not always eager to attend the extra work sessions.

Our attendance declined during Distance Learning for a variety of reasons. Our pregnant and parenting teens felt it was too difficult to watch their small children and work in their home environment. In addition, many of our learners were responsible for watching over younger siblings.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Purchase chromebooks to maintain 1:1 technology to learner (Telework stipends) | \$16,200.00 | 1,140 | N |

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.

We purchased virtual internship experiences because community based organizations, where we normally place students for internships, were closed due to COVID.

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.

Our organization was prepared to begin Distance Learning the following Monday after Distance Learning was declared. Therefore Empower Generations had continuity of instruction throughout the pandemic. All learners had access to connectivity and we provided hotspots and devices to learners that needed them. We provided 1:1 devices to learners during distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase chromebooks to maintain 1:1 technology to learner ratio (Duplicate action) (Telework Stipends) | \$16,200.00 | \$1,140 | N |
| Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings. | \$17,644.00 | \$13,784.89 | N |

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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.

Our learners learned to quickly navigate a variety of online platforms including Zoom, Google classroom, Google slides, Google surveys, Google calendars, Flipgrid, Jamboard, and different ELA and Math online games. In addition, our learners practiced time management, self-advocacy, problem solving, and collaboration with their peers and staff.

In order to engage our learners that were hesitant about distance learning, staff reached out to strengthen relationships via text, emails, phone calls and home visits. 1:1 communication became more of a norm.

Although there were computers available for all learners, some struggled with getting to campus to pick up the devices. To solve this issue, we made individual appointments with families to come pick up technology. We provided 12 hotspots to families that had internet issues.

Mental health was a primary concern for our learners. The staff collaborated about various ways to support them through Distance Learning. We implemented social lunch bunches, small group academic supports (PODS), home visits, 1:1 check-ins with staff and School Counselor, and providing online resources that were available at any time. The School Counselor and Director created an online Calming Room for learners who needed additional support. Although all these support systems were offered, our learners continue to struggle with mental health.

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.

We were able to support five of our newly pregnant/parenting learners with newborn necessities which helped alleviate some of the stress of becoming a new young parent. We also connected them with community resources such as El Nido, Penny Lane and Mighty Little Giants.

Mental health was a primary concern for our learners. The staff collaborated about various ways to support them through Distance Learning. We implemented social lunch bunches, small group academic supports (PODS), home visits, 1:1 check-ins with staff and School Counselor, and providing online resources that were available at any time. The School Counselor and Director created an online Calming Room for learners who needed additional support. Although all these support systems were offered, our learners continue to struggle with mental health.

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.

During quarantine we were able to provide 20 of our families with Thanksgiving meals. We connected families with community resources for EBT card, clothing, and workforce opportunities. Families participated in online surveys; Panorama Survey and LCAP Survey. We held a community pop-up closet that offered free clothes for all ages and sizes as well as toys, strollers, diapers and formula and more.

Our families usually have a low engagement rate with the school. Our on site events are the best way to involve families with our school community. We held virtual sessions for current families to keep them updated on the current pandemic situation as well as different workshops, clubs and events happening for our school. Although the participation was low, we were able to reach a few.

Analysis of School Nutrition

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

Because we share families with our sister iLEAD school, we partnered with them to provide free breakfast and lunch as needed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|---|----------------------|-------------------------------|--------------|
| Mental Health, School Nutrition, Distance Learning | Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning. | \$17,644.00 | \$13,784 | N |

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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.

We learned that relationships with learners and their families is number one. Next year we will implement our parent group, iSUPPORT. We hope this will be a way for them to communicate their needs with us as well as inform them about our school community.

We know that mental health is an ongoing issue and our learners need 24/7 resources. We will continue to build in community wrap around services so all needs are met. In addition, the staff will participate in a year long trauma-informed and mindfulness training so the staff is equipped with the tools needed to support them socially and emotionally.

In order to create an equitable school environment, we will be making sure various support systems and resources are in place for specific subgroups; EL, low income, foster/homeless and pregnant/parenting.

As we continue to help learners recover high school course credits, we will offer small group academic skill building support groups (PODS) while they participate in project workshops.

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

We are going to continue to offer PODS for academic skill building, use ELlevation platform to support EL learners, provide individualized projects for credit recovery, train all staff in trauma informed practices to help reach foster, homeless and pregnant and parenting youth. All workshop material will be available online so the courses can be accessible from anywhere.

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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.

After reviewing the 2019-2020 LCAP and the 2020-2021 LCP, we were able to identify areas of growth needed for learner success and family connections. We analyzed specific subgroups and ways to support them beyond the classroom. We analyzed academic achievement gaps and ways to be more innovative. We analyzed community partnerships and ways to strengthen them. As a staff we have set collaborative goals to meet the needs of all learners.

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|--|
| Empower Generations | Tricia Luckeroth Regional Director Southern California | tricia.luckeroth@ileadschools.org 6614001714 |

Plan Summary 2021-2022

General Information

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

Empower Generations supports pregnant and parenting teens to meet their individual goals through a whole person, whole family approach. Empower Generations provides pregnant and parenting teens a trauma-informed environment to explore and gain confidence in the unique challenge of young parenthood. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements, including internship, online courses, independent study, and one-on-one support. Learners realize their potential as confident parents, engaged learners, and active community members while working toward a high school diploma and gaining invaluable real-life experience.

The mission of Empower Generations is to collaborate with learners in health and wellness, lifelong learning, college and career readiness, and community partnership. In doing so, learners become self-directed leaders, problem solvers, creators, collaborators, innovators, and active community members. We accomplish this through a rigorous, relevant, and attainable education program that blends independent study, community experience, and one-on-one support based on the California Content Standards. We celebrate and foster learners' individuality, and support them in discovering their highest potential in the environment that best suits their needs.

The vision of Empower Generations is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, raise healthy and happy children, master academic standards and develop a deep understanding of subject matter, and collaborate effectively with the community in which they live. All learners will graduate with an awareness of and preparedness for the endless possibilities of their future while meeting rigorous and attainable graduation requirements.

Empower Generations gives priority admission to pregnant and parenting teens. Because of the unique nature of pregnancy, enrollment occurs throughout the year. Empower Generations boasts a diverse population that mirrors the demographic statistics of teen pregnancy in Antelope Valley, although limited to no data is kept on teen fathers.

Empower Generations has enrolled learners that have been continuously pushed out of traditional childhood experiences and positive school experiences. Student transfer records indicate that a majority of learners chronically struggle with attendance, GPA, stable housing and family situations, and discipline in traditional school settings. Many of our learners come to Empower Generations from packet-based, credit recovery charter programs deficient in credits and weary of learning. Through looking at our own data (GPA, credits, truancy, discipline records, and intake interviews) and national studies, we know pregnancy/parenting is often a side-effect of much deeper needs. Our program is not only designed to help young parents navigate education and parenting but also reframe learning. We are a strength-based program. As such, we do not classify any of our learners as "at-risk". Rather, we see and treat all of our learners as "at-promise". Our learners are resilient, passionate, and motivated. Through a trauma-sensitive lens, personalized learning, an emphasis on health and wellness, and many community partnerships, we take a whole-child, whole-family approach to learning. Our personalized learning program allows learners multiple ways to demonstrate proficiency of the California Content Standards and Empower Generations' Graduation Requirements.

Reflections: Successes

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

Empower Generations has made progress on creating alignment between the CCS and identified competencies. Rubrics are being created to align formative and summative assessments with competency mastery. These Rubrics are linked to Meraki Mind, which is a school dashboard that tracks learner growth over time. All projects were interdisciplinary 20-21 school year. All learner portfolios have been transferred to a digital format. There has been significant growth in NWEA MAP achievement data in ELA and Math. A workforce partnership with Goodwill Industries has been developed in order to provide basic job training and placement for learners.

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.

There continues to be the need to target learner retention and graduation rates. There needs to be an increase in the number of community resources. There needs to be 1:1 intervention in the area of basic skills - reading, math, and writing skills (pod development). College and career planning as well as CTE pathways are being expanded and developed. Need to increase dual enrollment. There continues to be a need to increase the involvement of parents in all aspects of Empower Generation's operation.

LCAP Highlights

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

Alignment of resources to provide 1:1 academic and SEL support for EL, Foster Youth/Homeless, and Low income learners and their families. Plans to increase the number of learners participating in dual enrollment and CTE pathways. Creation of Learner PODs to provide 1:1 targeted academic intervention in ELA and Math in order to close achievement gaps. Developing additional community partnerships in order to provide wrap around services for pregnant and parenting learners. Using the newly developed Meraki Mind dashboard to improve best practices in competency based education. All staff is being trained on Trauma informed practices in order to meet learners' basic needs and create equitable opportunities for learner achievement and SEL growth.

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.

N/A

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 Generations is committed to the meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, stakeholder feedback from parents/community members, learners, Empower Generations' staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the data, action steps under Empower Generation's three existing goals were developed or modified to further student achievement and expand program offerings.

A parent survey regarding aspects of the program (including special education, program offerings, guides, etc.) was conducted in the spring of 2020. This survey addressed specific aspects of the LCAP (the eight state priorities and potential action steps). A learner survey was conducted in the spring of 2020 to address specific aspects of the LCAP (the eight state priorities and potential action steps). Informal feedback was also received by families through monthly learning period meetings. Families were regularly informed of events through their guides and through Monday Message.

A summary of the feedback provided by specific stakeholder groups.

Overall, Empower Generation's families are satisfied with the varied activities and events provided by the school. There is varying feedback on the rigor of academics, as indicated by parent surveys, and staff feedback. Academic data on internal benchmarks and NWEA MAP testing show areas for growth, and families feel their learners would benefit from additional tutoring and academic resources. The school's maintains a low suspension rate but needs to improve the percent of students attending and graduating as prepared. Families of low income, foster/homeless and EL learners could benefit from additional support in community resources and academic supports. In addition, pregnant and parenting learners could benefit from the same.

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

As a result of specific stakeholder feedback, it was determined that staff could benefit from diversity, equity and inclusion training. Due to the effects of the pandemic, additional social emotional training and support will be provided through training for all staff in trauma informed practices, the collection of social emotional data, and social events or counseling to support families and learners.

Additionally, it was determined that additional EL supports were needed to support all learners during the 2021-2022 school year and beyond. The school will continue to develop its programs to academically support all learners and improve state test participation and performance as indicated on the CA School Dashboard and NWEA MAP data. A continuous cycle of inquiry will be used to monitor the academic and social emotional growth of all students. Academic resources and interventions are continuously improved upon. The high school counselor will also regularly meet with students to support college and career readiness.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Empower Generation's Charter. |

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|--|----------------|----------------|----------------|---|
| Professional Learning sign in sheets Complete projects and accompanying PBL design guides | 50% of staff participate in PL in regard to competency based education and project based learning. | | | | 100% of staff continually participate in Professional Learning in regard to competency based education and project based learning. |
| CTC credential Report Teacher Retention data TIP program data | 100% of guides possess or are working toward a clear credential. 75% of guides have remained employed at Empower Generations 2 years or longer. | | | | 100% of guides possess or are working toward a clear credential. 100% have remained employed with Empower Generations for 2 years or longer. |
| EL reclassification rate | 0 EL Learners reclassified | | | | 18% of EL Learners will be reclassified |
| Competency Based Education Project Design Guides Learner Work | 75% of staff utilize the CBE Project Design Guide | | | | 100% of staff utilize the CBE Project Design Guide |

| | | | | | |
|---|---|--|--|--|---|
| Samples iDEAL Rubric | | | | | |
| Observations of Instruction PL attendance logs iDEAL Rubric | 25% of staff has received PL on best practices and using the CCSS to increase the effectiveness of instruction to all learners. | | | | 100% of staff will have participated in professional learning in best practices and first best instruction. |
| NWEA MAP Data ELA and Math CAASPP Data ELA and Math Assessment Data | 52% of learners met their RIT goal in Math for Fall/Winter 2020-2021 50% of learners met their RIT goal in Reading for Fall/Winter 2020-2021 31% of Foster Youth/Homeless learners passing at least 60% of classes | | | | 58% of learners met their RIT goal in Math for Fall/Winter 2020 -2021 56% of learners met their RIT goal in Reading for Fall/Winter 2020-2021 37% of Foster Youth/Homeless learners passing at least 60% of classes |
| Assessment Data CA Dashboard Data CAASPP Scores NWEA MAP results | 52% of learners met their RIT goal in Math for Fall/Winter 2020-2021 50% of learners met their RIT goal in Reading for Fall/Winter 2020-2021 44% of Low Income learners passing at least 60% of their classes | | | | 58% of learners met their RIT goal in Math for Fall/Winter 2020 -2021 56% of learners met their RIT goal in Reading for Fall/Winter 2020-2021 50% of low income learners passing at least 60% of classes |
| Pathways data Panorama Survey Data | Attendance rate: 85.5% Enrollment: 85 | | | | Attendance rate 92% Enrollment: 175 |
| FIT Tool | Good/Fair rating | | | | Good/Excellent Rating |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|---|--|---|--------------|-----|
| 1 | Professional Learning all salaries and benefits | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$611,745.00 | No |
| 2 | Credentialed Guides (repeated expenditure, Goal 1, Action 1) | All guides who possess or are working towards a clear credential will be provided with support and resources on a 1:1 basis, by leadership, with the goal of all teachers being fully credentialed in order to increase guide retention, thus improving equitable opportunities and outcomes for all | \$0.00 | No |
| 3 | English Learner alignment of resources (4120/4130) | English Learners, through an alignment of resources, will be supported by staff for inclusive help during workshops and will use the Elevation and Brainpop curriculum as additional academic resources, in order to increase reclassification rate. | \$7,500.00 | Yes |
| 4 | Project planning (repeated expenditure, Goal 1, Action 1) | Staff will continue to collaboratively plan and implement rigorous multidisciplinary projects incorporating the CCSS and the Empower Generations competencies in order to create equitable opportunities for learner achievement. | \$0.00 | No |
| 5 | Professional Learning (5801) (repeated expenditure, Goal 1, Action 1) | The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners. | \$0.00 | No |
| 6 | Foster Youth and Homeless (repeated expenditure, Goal 1, Action 1) | Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (1120/1230/2310) | \$0.00 | No |
| 7 | Low income | Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement | \$5,000.00 | No |
| 8 | Outreach and retention (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | The Director will continue to work with the outreach team on recruitment and retention of learners.(WASC area of need #9) | \$0.00 | No |
| 9 | Facilities (5801) | Onsite and iCA staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety. Facilities Help Tickets will be submitted, tracked, and given a timely response by the maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities. | \$12,610.00 | No |

| | | | | |
|----|--|--|--------------|-----|
| 10 | Professional Learning 1.1 (5801 iCA educ support, Maker support, camp make, MTSS ...) | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$108,288.00 | No |
| 11 | Professional Learning (1.1 5852 Stu service expenditures- sped) | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$28,647.00 | No |
| 12 | Professional Learning (1.1 1000-3000 all staff and salaries that contribute) | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$212,832.00 | Yes |
| 13 | Professional learning (1.1 5801 iCA EL support contributes) | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$1,712.00 | Yes |
| 14 | Professional Learning (1.1 5801 PD SEL and MTSS support contrib.) | All staff will participate in professional learning in regard to competency based education and Project Based Learning in order to create equitable opportunities for learner access to instruction. | \$30,000.00 | Yes |
| 15 | English Learner alignment of resources (1.3 5801 iCA Support EL coaching) (repeated expenditure, Goal 1, Action 1) | English Learners, through an alignment of resources, will be supported by staff for inclusive help during workshops and will use the Elevation and Brainpop curriculum as additional academic resources, in order to increase reclassification rate. | \$0.00 | Yes |
| 16 | Project Planning (1.4 4305 educ supplies) | Staff will continue to collaboratively plan and implement rigorous multidisciplinary projects incorporating the CCSS and the Empower Generations competencies in order to create equitable opportunities for learner achievement. | \$9,625.00 | No |
| 17 | Professional Learning (1.5 | The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners. | \$32,650.00 | Yes |
| 18 | Foster Youth and Homeless (1.6 5801 camp make mtss support (repeated expenditure, Goal 1, Action 1) | Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement | \$0.00 | No |
| 19 | Outreach and Retention (1.8 5850) | The Director will continue to work with the outreach team on recruitment and retention of learners.(WASC area of need #9) | \$10,200.00 | No |

| | | | | |
|----|------------------------------|---|--------------|----|
| 20 | Facilitites (1.9 5500-5600) | Onsite and iCA staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety. Facilities Help Tickets will be submitted, tracked, and given a timely response by the maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities. | \$115,049.00 | No |
| 21 | Facilities (1.9 4430) | Onsite and iCA staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety. Facilities Help Tickets will be submitted, tracked, and given a timely response by the maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities. | \$13,000.00 | No |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

| Goal # | Description |
|--------|---|
| 2 | Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. |

An explanation of why the LEA has developed this goal.

Based in input from all stakeholders, it has been determined that learners need access to credentialed facilitators, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California Content Standards, including the California History Social Science and Next Generation Science

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|---|---|----------------|----------------|----------------|---|
| NWEA MAP data POD group Data CGI MPA data | Students participating in PODs 0% | | | | Students participating in PODs 50% 55% of learners will meet or exceed their projected RIT on NWEA MAP overall and their CGI will be near, at, or above zero for ELA, Math, and Science. |
| Community Partnerships (Work based learning, internships, service learning etc...) Dual enrollment data | Number of existing Community partnerships: 1 Percentage of learners participating in dual enrollment: 1% Percentage of learners participating in the CTE program: 0 | | | | Number of existing Community partnerships: 15 Percentage of learners participating in dual enrollment: 17% Percentage of learners participating in the CTE program: 50% |
| Meraki Mind CBE rubrics | Baseline: No baseline data. This is a new action. | | | | 100% of learners will utilize Meraki Mind |
| Learner attendance reports Learner work samples Google Classroom Meraki Mind Portfolios CBE Project Planner for engagement Home Visits Logs | Current % of learner work samples: 80% Current % age of learners attending: 20% | | | | Current % of learner work samples: 91% Current % age of learners attending: 80% |
| Data protocol tracking sheet | 90% of facilitators now who write data protocol goals and action plans | | | | 100% of facilitators now who write data protocol goals and action plans tied to CAASPP, NWEA MAP data, and SEL |

| | | | | | |
|---|--|--|--|--|--|
| | <p>tied to CAASPP, NWEA MAP data, and SEL growth targets</p> | | | | <p>growth targets</p> |
| <p>Portfolio Rubric Attendance in SDP Workshop Pass/Redo rate</p> | <p>50% of learners utilize the SDP Rubric</p> | | | | <p>100% of learners use the SDP Rubric</p> |
| <p>Panorama Survey data (SEL) Pathway Data/SEL Counselor logs Home Visit Logs</p> | <p>New action- no baseline data</p> | | | | <p>100% of foster youth and homeless learners, and their families, will receive 1:1 social emotional strategies and skills from facilitators/guides, counseling support, and/or lunch bunches.</p> |
| <p>Panorama Survey data (SEL)</p> | <p>New action- no baseline data</p> | | | | <p>100% of English Learners, and their families, will receive 1:1 social emotional strategies and skills from facilitators/guides, counseling support, and/or lunch bunches.</p> |
| <p>PL sign in sheets</p> | <p>New action- no baseline data</p> | | | | <p>100% of staff will have attended mindfulness and trauma Informed care trainings.</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | PODS (repeated expenditure, Goal 1, Action 1) | Personalized Opportunities for Developing Skills small groups (PODS) will be developed for learners to decrease the academic achievement gap and to improve academic achievement based on individualized Conditional Growth Index | \$0.00 | No |
| 2 | Career opportunities with community partnerships (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide additional hands on career opportunities through community partnerships (work based learning, internships, service learning, etc.) and Dual Enrollment in local community college in order to keep learners engaged and prepare them for college and career. | \$0.00 | No |

| | | | | |
|----|---|--|-------------|-----|
| 3 | Competency Growth (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Learners will use the learning management system and internal competency rubrics developed by Empower Generations and iLEAD California, Meraki Mind, to demonstrate competency growth. (WASC area of need #6) | \$0.00 | No |
| 4 | School attendance plan (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All staff will collaborate to develop/refine the school attendance plan in order to decrease chronic absenteeism and increase learner achievement. (WASC area of need #4) | \$0.00 | No |
| 5 | MTSS (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Staff will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all learners | \$0.00 | No |
| 6 | Senior Portfolio (2. 6 1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Staff will continue to use data to refine the Senior Portfolio process to develop a tool that thoroughly represents what knowledge learners have acquired while at Empower Generations.(WASC area of need #8) | \$0.00 | No |
| 7 | Foster Youth and Homeless (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, and/or lunch bunches to promote SEL | \$0.00 | No |
| 8 | Low income (1120/1230/2310) | Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, and/or lunch bunches to promote SEL. | \$77,353.00 | No |
| 9 | English Learners (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, and/or lunch bunches to increase SEL. | \$0.00 | No |
| 10 | Trauma Informed Training (5200s) (repeated expenditure, Goal 1, Action 5) | Staff will participate in Mindfulness Training and Trauma Informed Care Training in order to provide equitable opportunities for learners' needs to be met in order to close achievement gaps | \$0.00 | Yes |
| 11 | MTSS (2.5 4100-4200 learning platforms) | Staff will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all learners | \$5,000.00 | No |

| | | | | |
|----|--|--|--------|----|
| 12 | Senior Portfolio (2.6 5801 iCA Ed support, makers, camp Make etc) (repeated expenditure, Goal 1, Action 1) | Staff will continue to use data to refine the Senior Portfolio process to develop a tool that thoroughly represents what knowledge learners have acquired while at Empower Generations.(WASC area of need #8) | \$0.00 | No |
| 13 | Foster Youth and Homeless (2.7 5801) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, and/or lunch bunches to promote SEL | \$0.00 | No |
| 14 | Low Income (2.8 5801) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, and/or lunch bunches to promote SEL. | \$0.00 | No |
| 15 | English Learners (2.9 5801) (repeated expenditure, Goal 1, Action 1) | Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, and/or lunch bunches to increase SEL. | \$0.00 | No |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

| Goal # | Description |
|--------|--|
| 3 | Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders. |

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, there is a need to strengthen and expand support and opportunities for parents/families and learners to understand how to succeed academically and social/emotionally, to increase learners' and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|---|----------------|----------------|----------------|---|
| Panorama Survey data LCAP Parent Survey Parent Participation Data | No baseline data. This is a new action | | | | Fully functioning (iSUPPORT) school site council and 50% parent participation |
| Community Partnership Coordinator Data Number of partnerships Tredom Platform Data | Number of existing Community Internship partnerships: 1 | | | | Number of existing Community Internship partnerships: 15 |
| Pathway Grad Plan Competency Completion Checklist | The graduation rate is currently 20% Chronic absences: 20% | | | | The Graduation rate will be 26% Chronic Absences will be 17% |
| Number of Community partnerships developed to support Pregnant/Parenting Youth Number of MOUs | 8 Current Partnerships | | | | 17 partnerships |
| Community Partnerships | 8 current partnerships | | | | 17 partnerships |

| | | | | | |
|---|------------------------|--|--|--|-----------------|
| developed to support homeless and foster youth and their families Number of MOUs | | | | | |
| Community Partnerships developed to support low income learners and their families Number of MOUs | 8 current partnerships | | | | 17 partnerships |
| Number of Community Partnerships developed to support english learners and their families Number of MOUs | 8 current partnerships | | | | 17 partnerships |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | iSUPPORT | Leadership will establish an iSUPPORT(school site council) parent group in order to develop the school plan for student achievement as well as increase parent communication, collaboration on plans such as the LCAP (WASC area of need #2) | \$85,000.00 | No |
| 2 | Community Partnership Coordinator (1230) (repeated expenditure, Goal 1, Action 1) | Learners will work with Community Partnership Coordinator to grow current partnerships/Internships as well as additional partnerships in order to meet learners' basic needs and increase learner achievement (WASC area of need #7) | \$0.00 | Yes |
| 3 | Graduation Rate (1230) (repeated expenditure, Goal 1, Action 1) | The school counselor will document graduation requirement progress utilizing a 4 year graduation plan. Learners will be tracked, by the school counselor, from time of enrollment, to determine which graduation path the learner will accomplish, with the outcome of increasing the graduation rate. | \$0.00 | No |

| | | | | |
|----|---|--|--------|-----|
| 4 | Community Partnerships (5801) (repeated expenditure, Goal 1, Action 1) | Leadership and Staff will develop partnerships with Community organizations in the area of pregnant and parenting wrap-around services in order to better serve learners' needs and improve school engagement and learner retention. | \$0.00 | Yes |
| 5 | Foster Youth and Homeless (5801) (repeated expenditure, Goal 1, Action 1) | The foster Youth and Homeless Liaison will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for foster youth and homeless families. | \$0.00 | Yes |
| 6 | Low Income Learners (5801) (repeated expenditure, Goal 1, Action 1) | Staff will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for low-income families. | \$0.00 | Yes |
| 7 | English Learners (5801) (repeated expenditure, Goal 1, Action 1) | The EL liaison will collaborate with the English learner coordinator to provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families | \$0.00 | Yes |
| 8 | iSUPPORT (3.1 5801) (repeated expenditure, Goal 1, Action 1) | Leadership will establish an iSUPPORT(school site council) parent group in order to develop the school plan for student achievement as well as increase parent communication, collaboration on plans such as the LCAP (WASC area of need #2) | \$0.00 | No |
| 9 | Foster Youth and Homeless (3.5 1230) (repeated expenditure, Goal 1, Action 1) | The foster Youth and Homeless Liaison will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for foster youth and homeless families. | \$0.00 | Yes |
| 10 | Low Income Learners (3.6 1230) (repeated expenditure, Goal 1, Action 1) | Staff will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for low-income families. | \$0.00 | Yes |
| 11 | English Learners (3.7 1000-3000) (repeated expenditure, Goal 1, Action 1) | The EL liaison will collaborate with the English learner coordinator to provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families | \$0.00 | Yes |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 26.24% | \$283,999.00 |

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.

When developing each action for Empower Generations the needs of all learners were considered by looking at the NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met. The actions developed are important for all learners, especially foster/homeless youth, English learners and low-income students. The action steps include growth for educators (professional development in MTSS, best practices and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including stakeholder feedback, parent meetings, academic, SST, and social-emotional data.

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

Staff will provide 1:1 academic and social emotional support for English Learners, Foster Youth and Homeless Learners, as well as low income learners. Through alignment of resources, staff will be able to provide additional services to these three subgroups in order to close achievement gaps. The Foster Youth and Homeless Liaison, and the English Learner Liaison will work together to match the families of English Learners, Foster Youth, and Homeless learners, and low income learners

Expenditure Tables

Total Expenditures Table

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,366,211.00 | | | | \$1,366,211.00 | \$986,930.00 | \$379,281.00 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | Professional Learning all salaries and benefits | All | \$611,745.00 | | | | \$611,745.00 |
| 1 | 2 | Credentialed Guides (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 1 | 3 | English Learner alignment of resources (4120/4130) | English learner (EL) | \$7,500.00 | | | | \$7,500.00 |
| 1 | 4 | Project planning (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 1 | 5 | Professional Learning (5801) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 1 | 6 | Foster Youth and Homeless (repeated expenditure, Goal 1, Action 1) | Foster Youth, Homeless | | | | | \$0.00 |
| 1 | 7 | Low income | Low Income | \$5,000.00 | | | | \$5,000.00 |
| 1 | 8 | Outreach and retention (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 1 | 9 | Facilities (5801) | All | \$12,610.00 | | | | \$12,610.00 |
| 1 | 10 | Professional Learning 1.1 | All | \$108,288.00 | | | | \$108,288.00 |

| | | | | | | | | |
|---|----|--|--|--------------|--|--|--|--------------|
| | | (5801 iCA educ support, Maker support, camp make, MTSS ...) | | | | | | |
| 1 | 11 | Professional Learning (1.1 5852 Stu service expenditures- sped) | All | \$28,647.00 | | | | \$28,647.00 |
| 1 | 12 | Professional Learning (1.1 1000-3000 all staff and salaries that contribute) | Low Income, Foster Youth, English learner (EL) | \$212,832.00 | | | | \$212,832.00 |
| 1 | 13 | Professional learning (1.1 5801 iCA EL support contributes) | English learner (EL) | \$1,712.00 | | | | \$1,712.00 |
| 1 | 14 | Professional Learning (1.1 5801 PD SEL and MTSS support contrib.) | Low Income, Foster Youth, English learner (EL) | \$30,000.00 | | | | \$30,000.00 |
| 1 | 15 | English Learner alignment of resources (1.3 5801 iCA Support EL coaching) (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 1 | 16 | Project Planning (1.4 4305 educ supplies) | All | \$9,625.00 | | | | \$9,625.00 |
| 1 | 17 | Professional Learning (1.5 | Low Income, Foster Youth, English learner (EL) | \$32,650.00 | | | | \$32,650.00 |
| 1 | 18 | Foster Youth and Homeless (1.6 5801 camp make mtss support (repeated expenditure, Goal 1, Action 1) | Foster Youth | | | | | \$0.00 |
| 1 | 19 | Outreach and Retention (1.8 5850) | All | \$10,200.00 | | | | \$10,200.00 |
| 1 | 20 | Facilitites (1.9 5500-5600) | All | \$115,049.00 | | | | \$115,049.00 |
| 1 | 21 | Facilities (1.9 4430) | All | \$13,000.00 | | | | \$13,000.00 |
| 2 | 1 | PODS (repeated | All | | | | | \$0.00 |

| | | | | | | | | |
|---|----|--|--|-------------|--|--|--|-------------|
| | | expenditure, Goal 1, Action 1) | | | | | | |
| 2 | 2 | Career opportunities with community partnerships (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 3 | Competency Growth (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 4 | School attendance plan (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 5 | MTSS (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 6 | Senior Portfolio (2. 6 1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 7 | Foster Youth and Homeless (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | Homeless, Foster Youth | | | | | \$0.00 |
| 2 | 8 | Low income (1120/1230/2310) | Low Income, All | \$77,353.00 | | | | \$77,353.00 |
| 2 | 9 | English Learners (1120/1230/2310) (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 2 | 10 | Trauma Informed Training (5200s) (repeated expenditure, Goal 1, Action 5) | English learner (EL), Foster Youth, Low Income | | | | | \$0.00 |
| 2 | 11 | MTSS (2.5 4100-4200 | All | \$5,000.00 | | | | \$5,000.00 |

| | | | | | | | | |
|---|----|--|------------------------------------|-------------|--|--|--|-------------|
| | | learning platforms) | | | | | | |
| 2 | 12 | Senior Portfolio (2.6 5801 iCA Ed support, makers, camp Make etc) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 13 | Foster Youth and Homeless (2.7 5801) (repeated expenditure, Goal 1, Action 1) | Homeless, Foster Youth | | | | | \$0.00 |
| 2 | 14 | Low Income (2.8 5801) (repeated expenditure, Goal 1, Action 1) | Low Income | | | | | \$0.00 |
| 2 | 15 | English Learners (2.9 5801) (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 3 | 1 | iSUPPORT | All | \$85,000.00 | | | | \$85,000.00 |
| 3 | 2 | Community Partnership Coordinator (1230) (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 3 | 3 | Graduation Rate (1230) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 3 | 4 | Community Partnerships (5801) (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 3 | 5 | Foster Youth and Homeless (5801) (repeated expenditure, Goal 1, Action 1) | English learner (EL), Foster Youth | | | | | \$0.00 |
| 3 | 6 | Low Income Learners (5801) (repeated expenditure, Goal 1, Action 1) | English learner (EL), Low Income | | | | | \$0.00 |
| 3 | 7 | English Learners (5801) | English learner | | | | | \$0.00 |

| | | | | | | | | |
|---|----|---|--|--|--|--|--|--------|
| | | (repeated expenditure, Goal 1, Action 1) | (EL) | | | | | |
| 3 | 8 | iSUPPORT (3.1 5801) (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 3 | 9 | Foster Youth and Homeless (3.5 1230) (repeated expenditure, Goal 1, Action 1) | Foster Youth, English learner (EL) | | | | | \$0.00 |
| 3 | 10 | Low Income Learners (3.6 1230) (repeated expenditure, Goal 1, Action 1) | Low Income, English learner (EL) | | | | | \$0.00 |
| 3 | 11 | English Learners (3.7 1000-3000) (repeated expenditure, Goal 1, Action 1) | Low Income, Foster Youth, English learner (EL) | | | | | \$0.00 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|--------------|
| Total: | \$284,694.00 | \$284,694.00 |
| LEA-wide Total: | \$284,694.00 | \$284,694.00 |
| Limited Total: | | |
| Schoolwide Total: | | |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|--|----------|--|-------------|--------------|--------------|
| 1 | 3 | English Learner alignment of resources (4120/4130) | LEA-wide | English learner (EL) | All Schools | \$7,500.00 | \$7,500.00 |
| 1 | 12 | Professional Learning (1.1 1000-3000 all staff and salaries that contribute) | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$212,832.00 | \$212,832.00 |

| | | | | | | | |
|---|----|--|----------|--|-------------|-------------|-------------|
| 1 | 13 | Professional learning (1.1 5801 iCA EL support contributes) | LEA-wide | English learner (EL) | All Schools | \$1,712.00 | \$1,712.00 |
| 1 | 14 | Professional Learning (1.1 5801 PD SEL and MTSS support contrib.) | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$30,000.00 | \$30,000.00 |
| 1 | 15 | English Learner alignment of resources (1.3 5801 iCA Support EL coaching) (repeated expenditure, Goal 1, Action 1) | LEA-wide | English learner (EL) | All Schools | | \$0.00 |
| 1 | 17 | Professional Learning (1.5) | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$32,650.00 | \$32,650.00 |
| 2 | 10 | Trauma Informed Training (5200s) (repeated expenditure, Goal 1, Action 5) | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | | \$0.00 |
| 3 | 2 | Community Partnership Coordinator (1230) (repeated expenditure, Goal 1, Action 1) | LEA-wide | English learner (EL) | All Schools | | \$0.00 |
| 3 | 4 | Community Partnerships (5801) (repeated expenditure, Goal 1, Action 1) | LEA-wide | English learner (EL) | All Schools | | \$0.00 |
| 3 | 5 | Foster Youth and Homeless (5801) (repeated expenditure, Goal 1, Action 1) | LEA-wide | English learner (EL), Foster Youth | All Schools | | \$0.00 |
| 3 | 6 | Low Income | LEA-wide | English learner (EL), Low Income | All Schools | | \$0.00 |

| | | | | | | | |
|---|----|---|----------|---|-------------|--|--------|
| | | Learners (5801) (repeated expenditure, Goal 1, Action 1) | | | | | |
| 3 | 7 | English Learners (5801) (repeated expenditure, Goal 1, Action 1) | LEA-wide | English learner (EL) | All Schools | | \$0.00 |
| 3 | 9 | Foster Youth and Homeless (3.5 1230) (repeated expenditure, Goal 1, Action 1) | LEA-wide | Foster Youth, English learner (EL) | All Schools | | \$0.00 |
| 3 | 10 | Low Income Learners (3.6 1230) (repeated expenditure, Goal 1, Action 1) | LEA-wide | Low Income, English learner (EL) | All Schools | | \$0.00 |
| 3 | 11 | English Learners (3.7 1000-3000) (repeated expenditure, Goal 1, Action 1) | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | \$0.00 |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | 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 2020–21 . |

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.