

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	LaVerne Elementary Preparatory Academy		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

LaVerne Elementary Preparatory Academy (LEPA) is a public charter school serving students in grades K-6 in the surrounding neighborhood of Hesperia. LEPA targets scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll student demographics that are reflective of the surrounding community and the Hesperia School District. During the 2015-16 school year, Hesperia School District schools enrolled 62% Hispanic/Latino students, 24% White students, and 7% Black/African American students. The Unduplicated Pupil percentage was 75% while 73% of students qualified for FRMP. Similar to the Hesperia School District, in 2015-16, LEPA enrolled 66% Hispanic/Latino students, 23% White students, and 5% African America/Black students. 74% of the student population were Unduplicated students while 64% of students qualified for FRMP.

LEPA believes a structured environment is most effective in such learning where each student is able to progress at his or her own pace with adequate leadership and tutorial from teaching staff to instill a love for learning and inquisitiveness toward things beyond present knowledge. Scholars will benefit through the use of a structured educational program involving a strong relationship with their teachers, school staff, and parents. LEPA seeks to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom, and develop character within a rich, diverse, and nurturing learning environment. The curriculum focuses on classical literature, phonics, grammar, composition, mathematics, science, history, geography and foreign language. Music, art, and physical education are an important elements of LEPA's well-rounded curriculum. Curriculum is aligned to Common Core State Standards. LEPA provides a comprehensive curriculum and implements on-going assessment. Staff uses the results of these assessments to understand students' needs and inform instruction that serves remedial and enrichment purposes. LEPA desires to ensure all students meet or exceed state and national standards in all core subjects.

LCAP HIGHLIGHTS

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

The LCAP identifies key priorities developed by the school community and labeled as relevant and appropriate goals, actions, and outcomes that are necessary for LEPA to achieve in order to meet the needs of all learners in particular the Unduplicated population. The areas of priority for the LCAP are aligned to the 8 state priorities and are:

- Providing access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student success.
- Utilizing ongoing assessment and data analysis to track scholars' progress toward academic proficiency.
- Ensuring a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

Although these areas of focus have been identified as areas of priority during previous LCAPs, they remain areas of concern based on feedback from stakeholders and school-wide data.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

	Student Performance	Status	Change
Suspension Rate	Blue	Very Low	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged- Declined • Hispanic- Declined • African American- Declined Significantly • ELs- Maintained • Students with Disabilities- Maintained • Two or More Races- Maintained • White- Maintained
Academics- ELA	Yellow	Low	<ul style="list-style-type: none"> • ELs Only- Increased Significantly • Hispanic- Increased • ELs- Increased • White- Increased • Socioeconomically Disadvantaged- Maintained
Academics- Math	Yellow	Medium	<ul style="list-style-type: none"> • Students with Disabilities- Increased • African American- Maintained • Hispanic- Maintained • ELs- Maintained • ELs Only- Maintained

LaVerne Elementary Preparatory Academy has made great progress in several state indicator categories. The most significant progress was made in the state indicator category for suspension rate. "All students" performance was categorized as level "blue". The suspension rate in 2014-15 was 0% and declined by -0.4% over the previous year. Both Socioeconomically Disadvantaged students as well as Hispanic

students' suspension rate "declined" from 2013-14 to 2014-15. African American students, on the other hand, saw their suspension rate "decline significantly" by - 3.6%. In addition, the suspension rate for English Learners, Students with Disabilities, White students, and students who identified with two or more races remained "maintained" at 0% from 2013-14 to 2014-15.

Although LEPA received a performance level of "yellow" for the academics state indicator in the area of ELA, several subgroup "increased" their performance from 2015 to 2016. These subgroups include English Learners, Hispanic, and White students. Socioeconomically Disadvantaged students received a change status of "maintained". "Maintained" change status means that this subgroup either declined by less than 1 point or increased by less than 7 points from one year to the next. Socioeconomically Disadvantaged students at LEPA increased their ELA performance by +0.5 points.

LEPA's "all students" performance level in the state indicator category academics particularly mathematics was similar to their performance level in ELA. LEPA received a performance level of "yellow". Although overall performance was "medium" in math, 21.9 points below level 3, one subgroups "increased" in their performance from 2015 to 2016. Students with Disabilities increased by +8.1 points over the previous year. English learners, African American and Hispanic students received a change status of "maintained". "Maintained" change status means that this subgroup either declined by less than 1 point or increased by less than 5 points from one year to the next.

Based on the LCFF Evaluation Rubric suspension rate data, it is clear that the professional development on instructional strategies and classroom behavior management has made a great impact on student behavior. LEPA will continue providing high-quality professional development to teachers and staff on finding positive alternatives to punishing students that do not impact their ability to attend school and lower students' self-efficacy.

EL progress is another area where improvements were made especially in ELA. In order to continue to build on LEPA's early stages of success, high-quality professional development opportunities will be provided on ELD, differentiated instruction, and SDAIE strategies. Administration will monitor teachers' lesson plans to ensure teachers are implementing these strategies and provide support to teachers who are struggling. For students who have been reclassified, LEPA will continue to monitoring these students. Teachers will maintain anecdotal notes on student progress and implement interventions when necessary to ensure reclassified students do not fall below proficiency as a result of the language barrier.

Progress made by several subgroup in ELA and math indicates that the Response to Intervention program has been successful in providing academic support to struggling students and will continue to serve these students. Rtl is a tiered system of intervention used to provide support and reinforcement to content learning by using strategies such as smaller group or 1:1 assistance. LEPA will need to revamp the Rtl program to ensure that all students are benefiting and making improvements in their academics.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

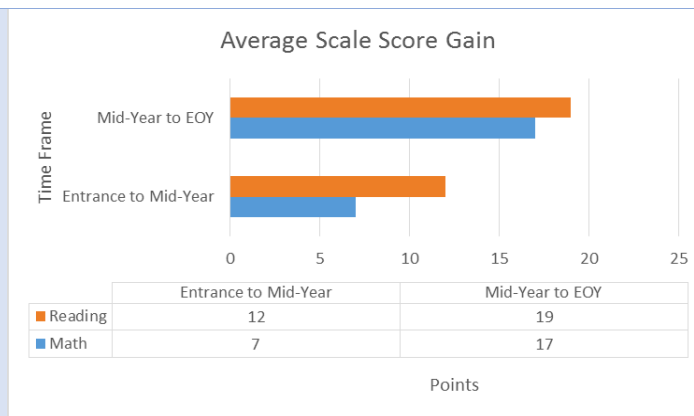
	Student Performance	Status	Points Below Level 3	Points Below Level 3
Academics-ELA	Yellow	Low	8.3 Points	<ul style="list-style-type: none"> • Students with Disabilities- Declined Significantly • African American- Declined
Academics-Math	Yellow	Medium	21.9 Points	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged- Declined • White- Declined
English Learners	Yellow			

One of the areas of need for LEPA is in the area of English Learner Progress. English Learner Progress, according to the LCFF Evaluation Rubric, was identified as performance level “yellow”. Unfortunately, not enough data is available on the Dashboard due to the low number of EL students. The data which is available shows EL performance in ELA increased by 28.1 points from 2015 to 2016 and their performance in the math SBAC was “maintained” at +4.2 points.

In ELA and mathematics, LEPA’s performance level was categorized as “yellow”. In ELA, all students’ performance was 8.3 points below level 3 while “all students” performance in mathematics was 21.9 points below level 3. ELA performance status was “low”. Several subgroups showed decline from 2015 to 2016. African American student performance “declined” by -6.9 points. In addition, Students with Disabilities “declined significantly” in their performance in ELA by -15.6 points from 2015 to 2016.

Math performance status was categorized as “medium”. Several subgroups performed “low” or below level 3 including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American and Hispanic students. Socioeconomically Disadvantaged students not only performed 28 points below level 3 but also declined by -6.8 points from 2015 to 2016. White students also declined in their growth by -2.4 points for 2015 to 2016.

Based on the “distance from level 3” methodology utilized by the LCFF Evaluation Rubric which measures the distance each student is from the “standard met” Smarter Balanced performance level, in ELA, “all students” at LEPA were 8.3 points below level 3 while “all students” performance in mathematics was 21.9 points below level 3. Although the LCFF Evaluation tool determined “all students” performance level was “yellow” based on the “distance from level 3” methodology, internal assessment data revealed that growth has being made in reading and mathematics. LEPA administered the I-Ready assessment system 3 times throughout the course of the school year. The data compares the entrance exam taken in August to the mid-year exam taken in November. The data also compares the mid-year assessment to the end of the year exam taken in February. Data results show:



- Students made a total of 31 average scale score point gain in reading from the start of the school year to the end of the school year. The greatest growth was made from November to February as students gained an average scale score of 19 points.
- Students made a total of 24 average scale score point gain in math from the start of the school year to the end of the school year. The greatest growth was made from November to February as students gained an average scale score of 17 points.

Although I-Ready assessment data showed progress, the LCFF Evaluation Rubric data showed need in ELA and math. Based on the identified area of need, LEPA will reflect on current methods of instruction and implement revised and improved programs and services. These include:

- Continue utilizing a school-wide assessment system in order to assess students periodically throughout the course of the school year. Assessments will be conducted at a minimum of 3 times each school year. Data will be analyzed by instructional staff and utilized to strengthen instruction and provide intervention for low performing students.
- Provide support and professional development on methods of analyzing data and effectively utilizing data to making decisions about re-teaching, instructional practices, grouping, technology integration, support EL students through SDAIE strategies, and intervention.
- Utilizing a three-tier model for Response to Intervention. Tier 1 will include interventions for all students in the core subject area such as peer tutoring and pre-teaching. Tier 2 intervention will include a targeted group of students who displayed no response to the strategies utilized in Tier 1. Lastly, Tier 3 will include more intensive, individualized intervention that utilizes research-based practices and on-going monitoring and modifications.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

Based on the LCFF Evaluation Rubric, the academics state indicator revealed that no subgroup performed two or more performance levels below the “all students” performance in both ELA and mathematics. The overall performance of all the subgroups was either consistent with the performance of “all students” like in ELA or one level below the “all students” performance like in mathematics. In mathematics, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic students all performed one performance level below “all students” performance. Based on this data, it is evident that for the most part, the achievement gap between the subgroups and “all students” is small to non-existent. Therefore, LEPA will focus on providing school-wide services in addition to specialized services to assist students performing poorly on the ELA and math SBAC. These programs/services include:

- Tutoring and homework support;
- Small group, pull-in, push-out support;
- Access to para-professionals and counselors;
- Access to technology;
- School-wide benchmark assessments;
- Rtl, a tiered system of intervention used to provide support and reinforcement to content learning; and
- Instruction aides utilized in the classroom to allow teachers to provide individualized support.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

LEPA estimates that Supplemental and Concentration Grant funding will decrease for school year 2017-18. Available funding will be used to improve services provided for low-income students, ELs, and foster/homeless youth. These services will include access to para-professionals and a Student Study Teams (SST) for support. EL, low SES students, and foster/homeless youth will have the opportunity to engage with appropriate professionals who can track their process and offer support as needed. In addition, the effectiveness of the Response to Intervention Program will be evaluated. Student data will be used to schedule professional development opportunities and offer more techniques on providing intervention for Unduplicated Pupils. Lastly, the SST will collaborate with stakeholders to ensure low-income students, foster/homeless youth, and EL students that are not making proper progress will be given the support they need. For example, EL students will receive small group instruction utilizing SDAIE strategies.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,246,230

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$737,062

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The Preliminary Budget includes a projected budget that covers the entire 2017-18, 2018-19, and 2019-20 fiscal year. The LCAP, however, describes only the projected budgeted amounts for each action/service identified in the LCAP. The LCAP does not include all general fund budget expenditures which were not described as part of the action/services in the LCAP. Some of the expenses not included in the LCAP but identified in the budget include, but are not limited to:

- Certificated salaries
- Few classified salaries
- Employee benefits
- Subagreements for services
- Oversight fees
- Utilities

\$3,963,782

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal
1

Provide high quality classroom instruction and curriculum that promote academic success with interventions in place to eliminate barriers to student success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

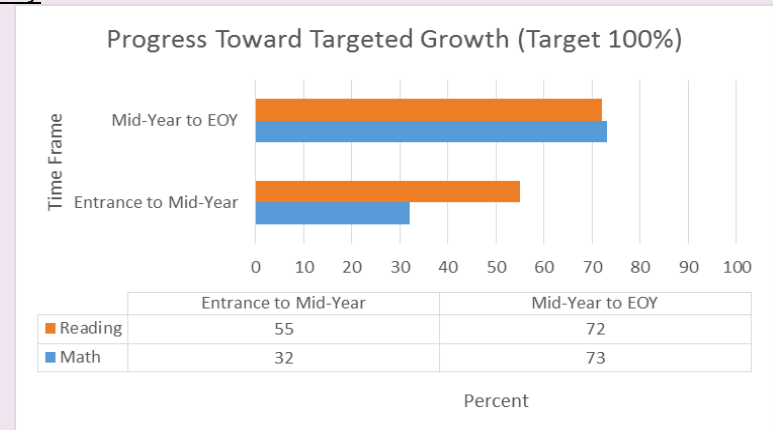
EXPECTED

- Maintain 100% alignment (of curriculum to CCSS).
- Facilities 100% (maintained).
- DOK levels show 5% growth.

ACTUAL

- 100% of the curriculum is aligned to CCSS as evident through lesson plans and classroom observations.
- 100% of the facilities is maintained to ensure a safe and functional environment as evident through facilities checks.

I-Ready



- Comparing I-Ready test administration in August and November, 55% of students made progress toward targeted growth in reading. The test administration between November and February showed that 72% of students made progress toward targeted growth. Students were only 28% from the 100% target after the final administration of the I-Ready assessment.
- Comparing I-Ready test administration in August and November, 32% of students made progress toward targeted growth in math. The test administration between November and February showed that 73% of students made progress toward targeted growth. Students were only 27% from the 100% target after the final administration of the I-Ready assessment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED (Ensure) teachers will hold valid credentials.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Administrative staff completed a check of all teaching credentials for instructional staff and continues to monitor their validity.
Expenditures	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • \$0

Action **2**

Actions/Services	<p>PLANNED (Ensure) curriculum will be aligned with CCSS.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • All curriculum and instructional materials utilized are aligned to CCSS. • Administrative staff continues to monitor lesson plans and observe lessons to ensure alignment with CCSS.
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Expenditures	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 4000 Books and Supplies- LCFF Base, Title I: \$131,393 • 4100 Approved Textbooks and Core Curricula- LCFF Base, Title I: \$6,856
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Action **3**

Actions/Services	<p>PLANNED (Ensure) facilities are safe and functional.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • School's facilities are inspected daily by administration and custodial staff. Any necessary repairs and areas of concern are addressed immediately. • Administration meets quarterly with the school safety committee to review maintenance goals and ensure progress towards safety and maintenance goals.
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Expenditures	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5500 Operations and Housekeeping Services- LCFF Base: \$1,140 • 5600 Repairs and Non-Capitalized Improvements- LCFF Rubric: LCFF Base: \$3,505
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Action **4**

Actions/Services	<p>PLANNED Provide PD for teachers to learn new teaching strategies that align with CCSS.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Professional development schedule was developed by administrative staff with the input of teachers. The PD schedule included topics such as new instructional materials, Classical Model methods, strategies for English learners, technology training, and Common Core alignment. • Teachers met weekly for professional development sessions to engage in development of instructional pedagogy and grade-level collaboration. • Teachers were offered opportunities to attend workshops and
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		conferences in order to grow professionally.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 5840 Professional Development- LCFF Base, Title II: \$13,330 • 5200 Travel and Conferences- LCFF Base: \$3,206 • 5210 Travel- LCFF Base: \$1,740 • 5220 Conference, Convention, Meeting- LCFF Base: \$73

Action **5**

Actions/Services	PLANNED Provide for BTSA induction.	ACTUAL <ul style="list-style-type: none"> • LEPA collaborates with the Center of Teacher Innovation to offer a teacher induction program in order to clear a CA Preliminary Credential. Fees for interested teachers are covered by the school-site.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 5840 Professional Development- LCFF Base: \$11,000 (Partial Duplicate Expenditure- 1st Referenced in Goal 1, Action 4)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. All students were provided high quality classroom instruction and curriculum that promote academic success with interventions in place to eliminate barriers to student success. All curriculum is aligned to CCSS and administration actively monitors instruction and teachers' lesson plans to ensure alignment. In addition, all teachers who provide instruction are fully credentialed and properly assigned. Administrative staff conducts a check of all teaching credentials and continues to monitor them. Professional development is provided to all teachers on topics such as new instructional material, Classical Model methods, strategies for English learners, technology training, and Common Core alignment. The PD schedule created by administrative staff with stakeholder input ensures that teachers are engaged in development of instructional pedagogy and grade-level collaboration. Teachers are also offered opportunities to attend workshops and conferences outside of the school. Another method LEPA utilizes to foster teachers' growth is through a collaboration with the Center of Teacher Innovation. Teachers are able to participate in a teacher induction program in order to

clear their CA Preliminary Credential. Six teachers at LEPA took advantage of the opportunity in 2016-17. All fees were paid on their behalf by LEPA.

Actions/Services related to the safety of all students in order to promote academic success were implemented in order to achieve LEPA's goal. School facilities are inspected daily by administration and custodial staff. All necessary repairs and areas of concern were addressed immediately. Administrative staff with the school safety committee reviewed maintenance goals and ensured that all precautions are being taken to guarantee a safe and secure campus.

LEPA's goal was to provide high quality classroom instruction and curriculum that promotes academic success with interventions in place to eliminate barriers to student success. The overall effectiveness of the actions and services implemented has increased the quality of classroom instruction, curriculum, and intervention support provided to students. The actions and services that were implemented were determined to be effective based on the number of students meeting and exceeding standards on the Smarter Balanced Assessment in ELA, students' growth on the I-Ready assessment, and the low suspension rate.

As a result of the activities implemented, LEPA students showed growth in their performance in the Smarter Balanced Assessment in ELA according to CAASPP data. In 2015, 42% of students either met or exceeded standards. In 2016, this number increased to 48%. Although students overall performance on the ELA SBAC assessment increased for 2015 to 2016, the LCFF Evaluation Rubric indicates that LEPA students' ELA SBAC performance is still low relative to other school sites. Based on the "distance from level 3" methodology, LEPA received a performance level of "yellow" in the area of ELA. This academic performance data coupled with the data available on the CAASPP website indicates that LEPA has taken steps in moving in the right direction with regard to students' academic performance but improvement is still needed.

Unfortunately, no Budgeted Expenditures were outlined in the previous year's LCAP document. As a result, a comparison cannot be made between the Budgeted Expenditures and the Estimated Actual Expenditures. The Estimated Actual Expenditures pulled expenses identified in the actual actions and services provided during the 2016-17 school year. Action/Service #4 identifies all professional development expenditures. However, action/service #5 specifically identifies the expense for offering teachers access to an induction program in order to clear a CA Preliminary Credential. Fees for interested teachers are covered by the school-site.

Based on suggestions made by stakeholders and analysis of data throughout the course of the school year, high-quality classroom instruction and curriculum with interventions in place remains a top priority for the upcoming LCAP year. Therefore, actions/services will continue to focus on alignment of curriculum and instruction with CCSS as well as quality professional development and CTI support for teachers. Based on students' level of performance in the academic state indicator found on the LCFF Evaluation Rubric, ELA and math curriculum and instruction need to be strengthened. In ELA, "all students" performance was 8.3 points below level 3 while "all students" performance in mathematics was 21.9 points below level 3. The professional development calendar will include instructional strategies and techniques such as differentiated instruction to engage students in mastering CCSS.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Additional actions/services will focus on providing enrichment opportunities for students and intervention support for Unduplicated Pupils. Intervention will include small group support as well as pull-out, push-in support. Para-professionals and counselors will be available to support instruction. Students who do not respond to intervention support will have access to the Student Success Team who will serve to brainstorm and gather resources to meet the needs of these students.

Goal 2

Encourage parental involvement and participation in programs for all scholars.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase parental involvement by 2%

ACTUAL

- Parental involvement increased by 2% over the previous year and averages 75% as evident through parent log-in sheets and the Parent Committee roster.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
 Parents will be offered a variety of ways to become involved.

ACTUAL
 • Parents were offered a variety of opportunities to become involved at the school. Parents were able to sign-up and participate the Parent Committee. In addition, parents could volunteer in the classroom, chaperone field trips, and volunteer

		to assist with various school events such as the Harvest Festival, Jog-a-thon, and the Winter Store.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL • \$0

Action **2**

Actions/Services	PLANNED Parent committees will be advertised at all major school events.	ACTUAL • Parent Committee meetings were advertised at all major school events as well as through monthly calendars, newsletters, through phone calls, and the school website.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL • 5310 Licenses and Fees- LCFF Base: \$685 • 5820 Computer Services- LCFF Base: \$3,750

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. LEPA encouraged parental involvement and participation in programs for all scholars throughout the course of the school year. Parents were extremely excited to volunteer and offer support to the school through multiple mediums. Parents were able to sign-up and participate in the Parent Committee. Parent Committee meetings as well as other school activities were advertised at all major school events, in the monthly calendars, newsletters, and on the school website. In addition, parents could volunteer in the classroom, chaperone field trips, and assist with various school events such as the Harvest Festival, Jog-a-thon, and the Winter Store. In order to engage parents in the decision making process, parents were able to offer feedback during the LCAP meeting which occurred in late March 2016. Actions/Services related to parent engagement were implemented as planned in order to achieve LEPA's goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LEPA's goal was to provide meaningful opportunities for parents to be involved in the school. The overall effectiveness of the actions and services implemented has increased safety and overall school culture. Actions/services related to engaging parents was not challenging to accomplish as parents are generally

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

very eager to volunteer. The Parent Committee initiated many of the major parent activities including the Winter Store and the Harvest Festival. A majority of parents joined in the process to serve as volunteers during these events. Many parents also supported teachers by volunteering to assist in the classroom by making copies, cutting paper, and chaperoning field trips. All opportunities to participate were advertised in the monthly calendar, newsletter, through phone calls, and on the school website.

The actions/services to achieve this goal allowed students to feel safe and focus on their academic achievement. Based on the LCFF Evaluation Rubric, the suspension rate status was “very low”. The low incidences at LEPA is the result of a combination of things including a safe, positive school culture fostered through the presence of parents on campus.

Unfortunately, no Budgeted Expenditures were outlined in the previous year’s LCAP document. As a result, a comparison cannot be made between the Budgeted Expenditures and the Estimated Actual Expenditures. The Estimated Actual Expenditures pulled expenses identified in the actual actions and services provided during the 2016-17 school year. Actions/Services identified various methods of engaging parents such as a licensing fee for One Call Now and personnel to update/maintain the school website.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Over the past few years, LEPA has experienced no challenges related to parent involvement. Rather, getting parents to become involved in their child’s education is an easy task since families are so eager to assist. Based on the analysis of suspension and academic data found on the LCFF Evaluation Rubric, the suspension rate status is “very low” and continues to decline. In addition, although the academic state indicator for ELA and math are categorized as “yellow”, several subgroup did not decline in their performance from 2015 to 2016. Rather several subgroups have either maintained their level of performance or increased. These groups include ELs, Socioeconomically Disadvantaged students, Hispanic, and White students in ELA and ELs, Students with Disabilities, African American and Hispanic students in math. Many factors have contributed to both the low suspension rate and growth by several subgroups in academics. LEPA believes that parent presences is one of those factors. Not only have parents helped create a positive, safe environment but they have also provided support for teachers by helping them with preparing for classroom activities. Having this level of support has allowed teachers to spend their time attending to data analysis and creating dynamic lesson plans. Based on the level of parent engagement experienced, this goal will not continue on the LCAP. However, LEPA will continue to engage parents at the same level and weave in actions/services related to parent involvement in other projected goals.

Goal 3

Utilize ongoing assessment and data analysis to track scholars’ progress toward academic proficiency.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

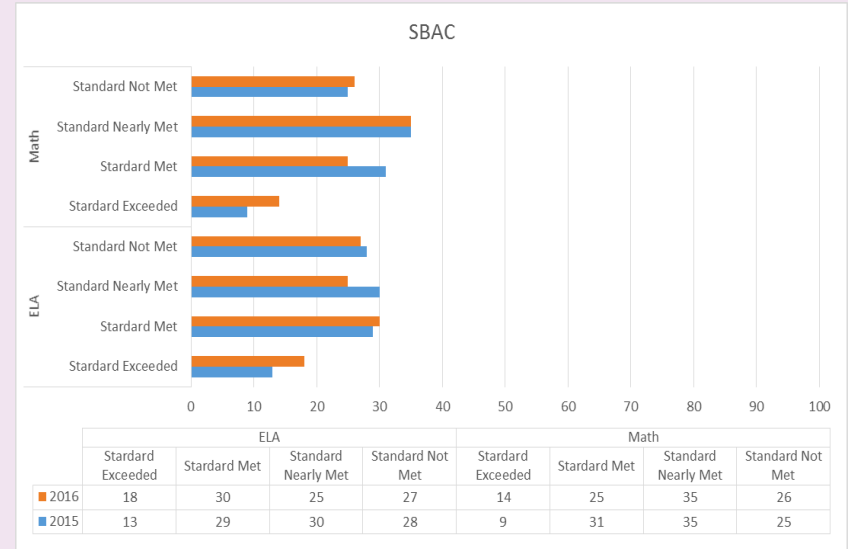
ANNUAL MEASURABLE OUTCOMES

EXPECTED

3% growth on assessment scores.

ACTUAL

SBAC

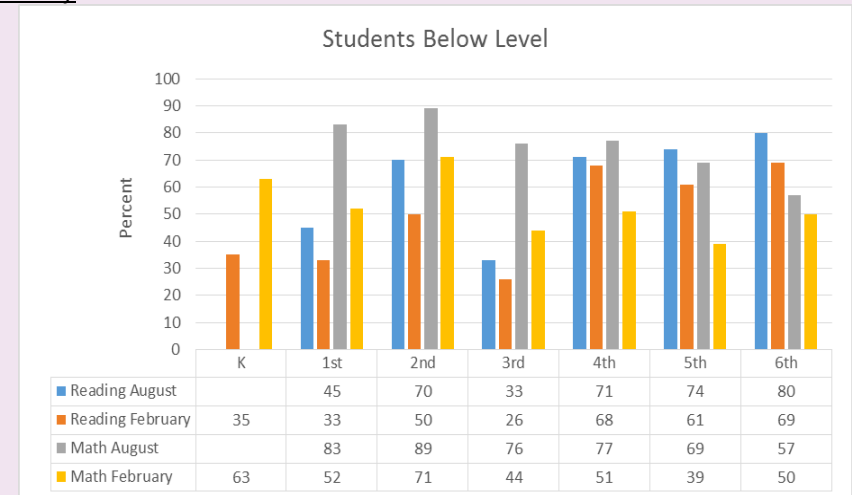


*Source: <http://caaspp.cde.ca.gov/sb2016/default>

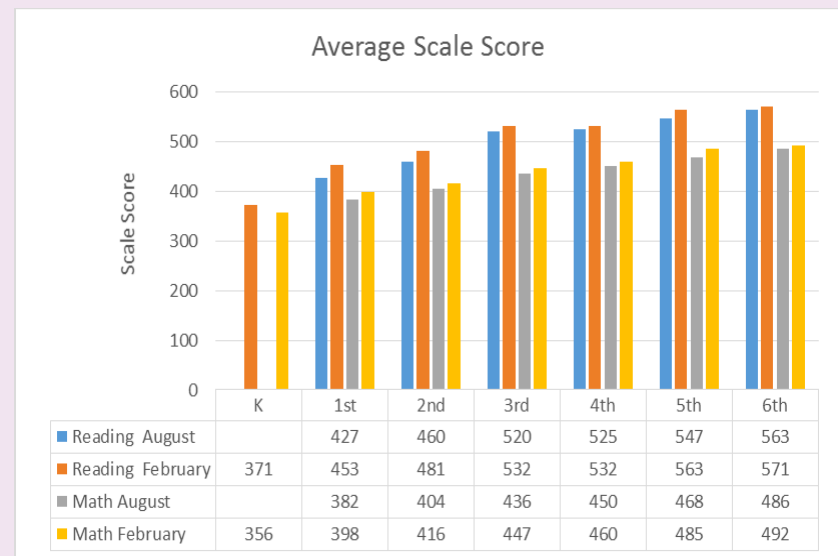
- **ELA:** In 2015, 58% of students did not meet or nearly met standards while 42% of students either met or exceeded standards. In 2016, the number of students who did not meet or nearly met standards decreased by 6% while the number of students who either met or exceeded standards increased by 6%. Student performance on the CCSS in ELA showed growth at a minimum of 3% from 2015 to 2016.
- **Math:** In 2015, 60% of students did not meet or nearly met standards while 40% of students either met or exceeded standards. In 2016, the number of students who did not meet or nearly met standards increased by 1% while the number of students who either

met or exceeded standards decreased by 1%. Student performance on the CCSS in math showed no growth 2015 to 2016.

I-Ready



- Each grade level that tested in August 2016 and February 2017 showed improvement in their performance on the I-ready assessment in both ELA and math. All grade levels tested had a lower percentage of students performing below grade level. 1st-6th grade students' performance shows an increase at a minimum of 5%.
 - 1st: decreased the percent of students performing below level by 12% in reading and 31% in math.
 - 2nd: decreased the percent of students performing below level by 20% in reading and 18% in math.
 - 3rd: decreased the percent of students performing below level by 7% in reading and 32% in math.
 - 4th: decreased the percent of students performing below level by 3% in reading and 26% in math.
 - 5th: decreased the percent of students performing below level by 13% in reading and 30% in math.
 - 6th: decreased the percent of students performing below level by 11% in reading and 7% in math.



- Each grade level that tested in August 2016 and February 2017 showed improvement in their performance on the I-ready assessment in both ELA and math. All grade levels tested increased their overall average scale score. 1st-6th grade students' performance shows an increase at a minimum of 5%.
 - 1st: increased overall scale score by 26 points in reading and 16 points in math.
 - 2nd: increased overall scale score by 21 points in reading and 12 points in math.
 - 3rd: increased overall scale score by 12 points in reading and 11 points in math.
 - 4th: increased overall scale score by 7 points in reading and 10 points in math.
 - 5th: increased overall scale score by 16 points in reading and 17 points in math.
 - 6th: increased overall scale score by 8 points in reading and 6 points in math.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Allocate funds to update and supplement technology.	ACTUAL <ul style="list-style-type: none"> Funds were allocated to update and supplement technology. This included purchasing Chromebooks to ensure a 1:1 technology to student ratio in grades 3-6.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL <ul style="list-style-type: none"> 4420 Computers and Computer Equipment- LCFF Base: \$45,765 4300 Materials and Supplies- LCFF Base: \$9,858 5852 Contract Labor- LCFF Base: \$2,790

Action **2**

Actions/Services	PLANNED PD (on curriculum, data driven instruction, and technology)	ACTUAL <ul style="list-style-type: none"> Teachers received training in Common Core aligned instructional strategies, effective use of technology, Common Core alignment, and using assessment to inform instruction. Teachers were offered opportunities to attend workshops and conferences in order to grow professionally. AERIES and I-Ready training was provided to all office staff and instructional staff.
Expenditures	BUDGETED (No Budget Listed)	ESTIMATED ACTUAL <ul style="list-style-type: none"> 5840 Professional Development- LCFF Base, Title II: \$13,330 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4) 5200 Travel and Conferences- LCFF Base: \$3,206 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4) 5210 Travel- LCFF Base: \$1,740 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4) 5220 Conference, Convention, Meeting- LCFF Base: \$73 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4)

Action **3**

<p>Actions/Services</p>	<p>PLANNED Allocate funds for new forms of assessment and data analysis.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • I-Ready was utilized for benchmark assessments. • I-Ready data reports were shared with instructional staff and analyzed during professional development sessions. Data analysis was used to reteach and provide appropriate intervention support. • AERIES data reports were analyzed by administration to determine an action plan for improving attendance.
<p>Expenditures</p>	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5310 Licenses and Fees- LCFF Base: \$4,800

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. LEPA utilize ongoing assessment and data analysis to track scholars’ progress toward academic proficiency. Several actions/services were implemented in order to achieve the goal. These included allocating funds to purchase supplemental technology. LEPA purchased Chromebooks in order to maintain a 1:1 technology to student ratio in grades 3-6. Teachers received training on how to utilize technology effectively in classroom to supplement instruction as well as training on Common Core aligned instructional strategies and using assessments to inform instruction.

Educational and assessment software was provided to office staff and teachers including AERIES and I-Ready. AERIES was utilized for many school-wide operations. Most importantly, AERIES provided administration timely access to attendance reports. Data reports were analyzed by administration to determine an action plan for improving attendance. I-Ready was utilized for benchmark assessments. I-Ready data reports were shared with instructional staff and analyzed during professional development sessions. Data analysis was used to reteach and provide appropriate intervention support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LEPA’s goal was to utilize ongoing assessment and data analysis to track scholars’ progress toward academic proficiency. The overall effectiveness of the actions and services implemented has contributed to the growth in ELA SBAC scores found on the CAASPP website as well as I-Ready data. The addition of technology and access to high-quality professional development opportunities has assisted teachers in developing dynamic lesson plan. AERIES attendance reports allow administration to track attendance and identify academic issues related to poor attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions/services to achieve this goal allowed teachers to track student performance through assessment data and reteach content in order to improve students' academic achievement. The I-Ready assessment was administered at the start of the school year in August 2016, mid-year in November, and during the second semester in February 2017. Students were tested in both reading and mathematics. After every assessment, data reports were analyzed by grade-level teachers and an action plan was created illustrating a timeline for re-teaching, intervention, and strategies for checking for understanding. As a result of this process, students showed tremendous growth on the I-Ready assessment from the initial test. This benchmarking strategies positively impacted LEPA results on the SBAC. Based on the SBAC data found on the CAASPP website, students showed growth in ELA. Compared to 2015, in 2016, the number of students who did not meet or nearly met standards decreased by 6% while the number of students who either met or exceeded standards increased by 6%.

Unfortunately, no Budgeted Expenditures were outlined in the previous year's LCAP document. As a result, a comparison cannot be made between the Budgeted Expenditures and the Estimated Actual Expenditures. The Estimated Actual Expenditures pulled expenses identified in the actual actions and services provided during the 2016-17 school year. Actions/Services identified expenses related to building and updating the schools technology inventory, providing teachers with high-quality professional development, and maintaining a license for AERIES.

Although the LCFF Evaluation Rubric indicates that students' status is below level 3 in both ELA and math, several subgroups did not decline in their performance from 2015 to 2016. Rather several subgroup have either maintained their level of performance or increased. These groups include ELs, Socioeconomically Disadvantaged students, Hispanic, and White students in ELA and ELs, Students with Disabilities, African American, and Hispanic students in math. Student growth indicates the goal, actions/services, outcomes, and expenditures are important to continue in order to building a greater inventory of technology and assessment software to be able to track student growth and achievement. LEPA's actions/services will continue to focus on purchasing additional Chromebooks to increase the 1:1 technology to student ratio impacting 2nd-6th grade. LEPA will also seek to upgrade the Elmos available during instruction as well as research more information on smartboards.

In addition to actions/services focusing on building technology, LEPA will continue to assess students through a school-wide benchmark system at a minimum of three times during the course of the school year. Teachers will receive high-quality professional development on effective ways to utilize assessment data to inform instruction including effective re-teaching strategies and providing small group instruction.

Goal 4

Ensure the school is safe, welcoming, and has an inclusive climate for all scholars and their families, so that all scholars are engaged and attendance rates remain high.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- Maintain attendance rate of 97%.
- Maintain already low suspension and expulsion rates (1-2 per year).

- Attendance rate was maintained at 97% as evident through AERIES reports.
- Suspension rate is 1%.
- Expulsion rate is 0%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED PD on classroom management techniques, student engagement, and academic rigor.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • SELPA also provided training to instructional staff on strategies to support all students in the classroom by utilizing students' background as areas of strength rather than circumstances that negatively impact their ability to learn. • Teachers received training in effective classroom management techniques, strategies for engaging students, and creating a rigorous curriculum. • Teachers were offered opportunities to attend workshops and conferences in order to grow professionally.
Expenditures	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5840 Professional Development- LCFF Base, Title II: \$13,330 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4) • 5200 Travel and Conferences- LCFF Base: \$3,206 (Duplicate

	<p>Expenditure- 1st Referenced in Goal 1, Action 4)</p> <ul style="list-style-type: none"> • 5210 Travel- LCFF Base: \$1,740 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4) • 5220 Conference, Convention, Meeting- LCFF Base: \$73 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 4)
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Action **2**

Actions/Services	<p>PLANNED Ensure up-to-date attendance information is available.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Teachers reported attendance on AERIES daily. Office staff monitored reporting of attendance to ensure all teachers had submitted daily attendance. • Students who were absent received a phone call home from office staff to follow-up on the reason for absence. • Reports are shared with administrative staff once a month.
Expenditures	<p>BUDGETED (No Budget Listed)</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5310 Licenses and Fees- LCFF Base: \$4,800 (Duplicate Expenditure- 1st Referenced in Goal 3, Action 3)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. LEPA sought to ensure that the school is a safe, welcoming, and an inclusive climate for all scholars and their families. This goal strives to ensure that all scholars are engaged and want to attend school on a consistent basis. Several actions/services were implemented in order to achieve this goal. Professional development was a fundamental component of ensuring a safe learning environment. Teachers received training in effective classroom management techniques, strategies for engaging students, and creating a rigorous curriculum. SELPA also provided training to instructional staff on strategies to support all students in the classroom by utilizing students' background as areas of strength rather than circumstances that negatively impact their ability to learn.

Actions/Services were also implemented to monitor attendance. One contributing factor for poor attendance could be that a student does not feel welcomed or safe in the school environment. To ensure this is not the

narrative of students attending LEPA, student attendance is monitored. Teachers report attendance on AERIES daily. Office staff monitors reporting of attendance to ensure all teachers have submitted their daily attendance. Students who are absent receive a phone call home from office staff to follow-up on the reason for absence. Attendance reports are shared to administrative staff once a month.

LEPA's goal was to ensure a safe, welcoming, and inclusive climate for all scholars and their families, so that all scholars are engaged and attendance rates remain high. The overall effectiveness of the actions and services implemented has contributed greatly to the low suspension rate and high attendance rate at LEPA. The attendance rate is maintained at 97%. AERIES attendance reports allow office staff and administration to track attendance and identify academic issues related to poor attendance.

As a result of the positive school attendance, more students are accessing the curriculum and educational resources offered and meeting standards. Student attendance has shown growth in ELA SBAC scores found on the CAASPP website as well as I-Ready data. The I-Ready assessment was administered at the start of the school year in August 2016, mid-year in November, and during the second semester in February 2017. Students were tested in both reading and mathematics. After every assessment, data reports were analyzed by grade-level teachers. I-Ready data shows an increase in overall average scale score and a low percentage of students performing below grade level. Timely data reports supplied through the I-Ready assessment system allowed teachers to collaborate on the effectiveness of classroom instruction as well as reteach and implement intervention support. The actions/services to achieve this goal allowed teachers to track student performance through assessment data and reteach content in order to improve students' academic achievement.

Unfortunately, no Budgeted Expenditures were outlined in the previous year's LCAP document. As a result, a comparison cannot be made between the Budgeted Expenditures and the Estimated Actual Expenditures. The Estimated Actual Expenditures pulled expenses identified in the actual actions and services provided during the 2016-17 school year. Actions/Services identified expenses related to providing teachers with high-quality professional development and maintaining a license for AERIES.

Based on suggestions made by stakeholders and analysis of data throughout the course of the school year, ensuring a safe, welcoming, and inclusive climate for all scholars and their families remains a top priority for the upcoming LCAP year. Actions/Services will continue to focus on conducting frequent inspections of facility to ensure they are safe and functional. Training will continue to be provided for administration, teachers, and office staff on supporting students with behavior issues. Based on the analysis of suspension rate data found on the LCFF Evaluation Rubric, the suspension rate status is "very low". In addition, although the academic state indicator for ELA and math are categorized as "yellow", I-Ready reports show students' making progress from the administration of one test to the next. LEPA believes that one of the factors which allowed students to show progress was the absences of behavioral issues in the classroom and a safe environment for students to learn. Professional development topics will continue to be offered that reinforces alternative methods of discipline and classroom management strategies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 5

Ensure all scholars have access to a comprehensive course of study that includes all of the subject areas.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

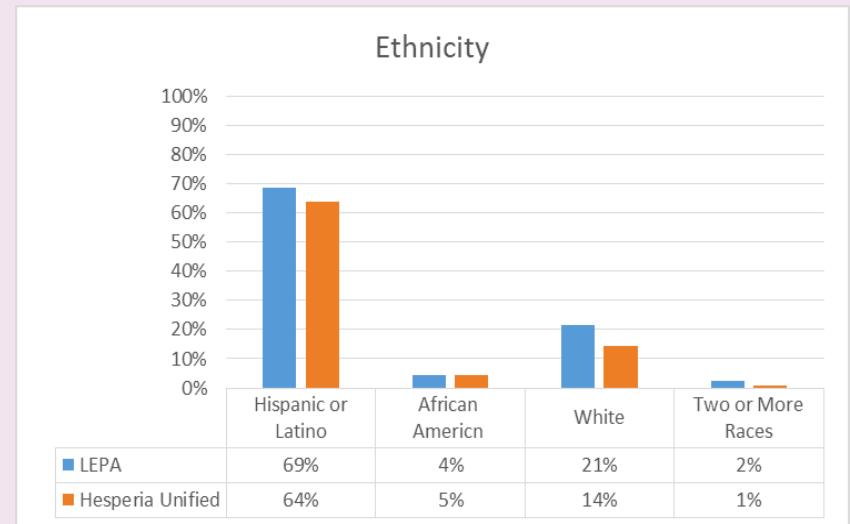
ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Continued representation of a variety of ethnic and academic groups comparable to that of the authorizing district.
- 3% Growth (in the area of academics).

ACTUAL

Ethnicity



- Ethnic groups that comprise the school population is reflective of the District as evident through data found on Dataquest.

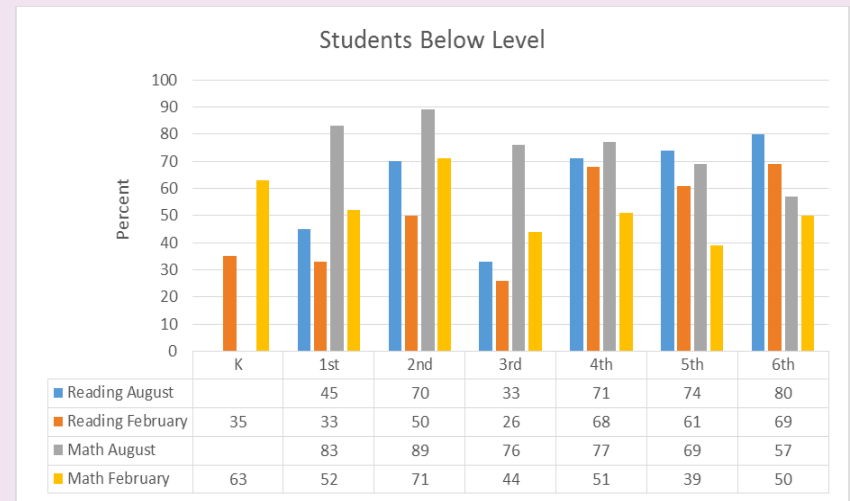
SBAC



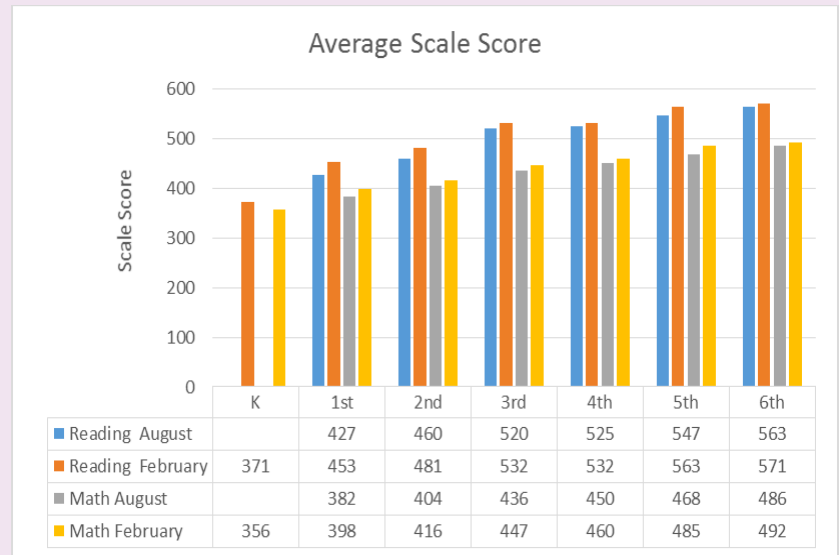
*Source: <http://caaspp.cde.ca.gov/sb2016/default>

- ELA:** In 2015, 58% of students did not meet or nearly met standards while 42% of students either met or exceeded standards. In 2016, the number of students who did not meet or nearly met standards decreased by 6% while the number of students who either met or exceeded standards increased by 6%. Student performance on the CCSS in ELA showed growth at a minimum of 3% from 2015 to 2016.
- Math:** In 2015, 60% of students did not meet or nearly met standards while 40% of students either met or exceeded standards. In 2016, the number of students who did not meet or nearly met standards increased by 1% while the number of students who either met or exceeded standards decreased by 1%. Student performance on the CCSS in math showed no growth 2015 to 2016.

I-Ready



- Each grade level that tested in August 2016 and February 2017 showed improvement in their performance on the I-ready assessment in both ELA and math. All grade levels tested had a lower percentage of students performing below grade level. 1st-6th grade students' performance shows an increase at a minimum of 5%.
 - 1st: decreased the percent of students performing below level by 12% in reading and 31% in math.
 - 2nd: decreased the percent of students performing below level by 20% in reading and 18% in math.
 - 3rd: decreased the percent of students performing below level by 7% in reading and 32% in math.
 - 4th: decreased the percent of students performing below level by 3% in reading and 26% in math.
 - 5th: decreased the percent of students performing below level by 13% in reading and 30% in math.
 - 6th: decreased the percent of students performing below level by 11% in reading and 7% in math.



- Each grade level that tested in August 2016 and February 2017 showed improvement in their performance on the I-ready assessment in both ELA and math. All grade levels tested increased their overall average scale score. 1st-6th grade students' performance shows an increase at a minimum of 5%.
 - 1st: increased overall scale score by 26 points in reading and 16 points in math.
 - 2nd: increased overall scale score by 21 points in reading and 12 points in math.
 - 3rd: increased overall scale score by 12 points in reading and 11 points in math.
 - 4th: increased overall scale score by 7 points in reading and 10 points in math.
 - 5th: increased overall scale score by 16 points in reading and 17 points in math.
 - 6th: increased overall scale score by 8 points in reading and 6 points in math.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
Provide access for all scholars. (Content Access)

ACTUAL

- All students have access to the courses they need including core classes and enrichment courses.
- Each class incorporates nutrition and health education into the curriculum at a minimum of 2 to 3 times per week.
- Administration continues to monitor lesson plans to ensure all students have access to core and enrichment courses.

Expenditures

BUDGETED
(No Budget Listed)

ESTIMATED ACTUAL

- 4000 Books and Supplies- LCFF Base, Title I: \$131,393 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 2)
- 4100 Approved Textbooks and Core Curricula- LCFF Base, Title I: \$6,856 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 2)

Action **2**

Actions/Services

PLANNED
Allocate funds in a variety of content areas to provide universal access for all scholars.

ACTUAL

- Funds were allocated to provide Spanish and Latin courses to students. Students in K-2nd grade are taught Spanish while students in 3-5th grade study Latin.
- LEPA maintains a subscription of the Rosetta Stone program for language instruction and support acquired in prior years.

Expenditures

BUDGETED
(No Budget Listed)

ESTIMATED ACTUAL

- 4100 Approved Textbooks and Core Curricula- LCFF Base, Title I: \$6,856 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 2)

Action **3**

Actions/Services

PLANNED
Funds used for music, performing arts, foreign language curriculum, P.E. equipment.

ACTUAL

- Enrichment opportunities were offered for all students. Opportunities included music, Battle of the Books, computer

Expenditures

	science, and Spelling BEE,
BUDGETED (No Budget Listed)	ESTIMATED ACTUAL
	<ul style="list-style-type: none"> • 4100 Approved Textbooks and Core Curricula- LCFF Base, Title I: \$6,856 (Duplicate Expenditure- 1st Referenced in Goal 1, Action 2) • 4200 Books and Other Reference Materials- LCFF Base: \$12,485

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. LEPA sought to ensure all scholars have access to a comprehensive course of study that includes all of the subject areas. Some of the actions and service implemented in order to achieve this goal included providing students' access to all the courses they need to graduate. These classes included not only core content areas but also enrichment courses including foreign language such as Spanish and Latin. Other enrichment opportunities included music, Battle of the Books, computer science, and Spelling BEE. Nutrition and health education were incorporated into the curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LEPA's goal was to ensure all scholars have access to a comprehensive course of study that includes all of the subject areas. All actions/services were implemented as planned. The overall effectiveness of the actions and services implemented has contributed greatly the low suspension rate, high attendance rate at LEPA, and ethnic diversity reflective of that of the District and community. Based on the LCFF Evaluation Rubric, LEPA "all students" performance for the suspension rate was "very low" and "declined" by -0.4% over the previous year. One reason for this decline and the consistently high attendance rate is the enrichment opportunities provided to students. Feedback from students and the rate in which students' sign-up to participate in enrichment activities such as cheer and music demonstrated students' desire to come to school and participate.

The overall effectiveness of the actions and services implemented have contributed greatly to the growth in student achievement in core content areas which all students have access too. Based on the 2016 ELA CAASPP data, the number of students who either met or exceeded standards increased by 6%. Access to courses and high-quality curriculum has improved student performance on the ELA SBAC.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Unfortunately, no Budgeted Expenditures were outlined in the previous year's LCAP document. As a result, a comparison cannot be made between the Budgeted Expenditures and the Estimated Actual Expenditures. The Estimated Actual Expenditures pulled expenses identified in the actual actions and services provided during the 2016-17 school year. Actions/Services identified expenses related to providing students access to the required core content areas and enrichment courses with appropriate instructional materials aligned to CCSS.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LEPA has experienced no challenges related to implementing courses or enrichment opportunities. Therefore, administration has decided that goal #5 will not continue to be an area of focus for the LCAP. However, the actions/services associated with this goal will continue to be implemented as part of the schools' mission and vision. Although goal #5 will not be included in the 2017-18 LCAP, some of the actions/services will be reflected in goal #1. The goal will be to provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student success. The action/service will focus on providing access to a broad range of courses and enrichment opportunities.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder involvement was crucial in the development of the LCAP. Stakeholders included teachers, students, and parents. All members collaborated to identify areas of need in order to successfully achieve the mission and vision of LEPA. On March 30, 2017, LEPA invited parents to participate in a LCAP meeting. LEPA communicated with parents about the meeting via the school newsletter, flyers, and phone calls. During the meeting with parents, families were provided with various resources such as the LCAP from the previous year and elements of the charter petition including the mission and vision of the school. Administration engaged stakeholders in a discussion about the curriculum, instruction, student growth, intervention, and building a positive school culture. During this meeting, notes were taken on parent concerns. Parent input was prioritized and impacted the update and development of the LCAP. Parent input included enhancing the enrichment program such as building the music program. Parents desired to add additional technology to the school site. Students shared similar concerns as their parents. During discussions with scholars, students emphasized their desire to increase enrichment opportunities such as the music program.

In addition to feedback received by parents and students, administration engaged in dialogue with instructional staff. Similar to the experience with parents, teachers also received resources such as the previous years' LCAP. In addition, instructional staff also had access to assessment data from the SBAC and I-Ready reports. Notes were taken during staff meetings and later organized into priorities. Teachers indicated that they desire to increase students' access to reading book. This includes establishing either a school or classroom library. In addition, teachers expressed interest in continued support with data analysis, curriculum, and instruction.

Administrative staff gathered feedback from all stakeholders and as well as data from the LCFF Evaluation Rubric, SBAC, and I-Ready. Priorities that were identified by teachers, students, and parents were used to make decisions about the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

LEPA actively made every effort to collaborate with stakeholders to identify and incorporate school-specific goals related to state and local priorities. The development of these goals, actions, services, and expenditures was intended to support student achievement and progress. The input provided by stakeholders impacted the LCAP for the 2017-18 school year and allowed administration to provide an informative annual update. Upon review of the 2016-17, it was clear that three goals were still necessary to include in the upcoming LCAP as it focused on three major priorities identified by stakeholders. These goals included:

- Curriculum, Instruction, and Intervention
- On-going Assessment and Data Analysis
- Classroom Management and Positive Behavior Intervention

Developing these priorities with the input of stakeholders and revisiting student data impacted the goals which were modified and determined to be unnecessary to include for the upcoming three-year LCAP. One goal in particular from 2016-17 regarding parent involvement was not included as a goal but rather an action/service for another goal for the upcoming year. Upon careful reflection and evaluation of parent volunteer logs, it was evident that a majority of parents were excited and eager to be involved in school functions, events, and committees. However, LEPA believed that it was still necessary to create an action which ensures the school focuses on communicating with parents about student academic progress and challenges as a means to support student achievement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 1

Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student success.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- Students need to be taught by fully credentialed instructional staff and have access to a broad range of CCSS aligned curriculum in order to meet standards.
- Students need intervention support in order to close the achievement gap and increase student mastery of CCSS.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through teacher lesson plans and classroom observations.	<u>2016-17</u> Maintain 100% alignment of curriculum with CCSS.	Maintain 100% alignment of curriculum with CCSS.	Maintain 100% alignment of curriculum with CCSS.	Maintain 100% alignment of curriculum with CCSS.
Measured through assessment data.	<u>2016-17</u> Comparing I-Ready test administration in August and November, 55% of students made progress toward targeted growth in reading. The test administration between November and February showed that 72% of students made progress toward targeted growth. Students were only 28% from the 100% target after the final administration of the I-Ready assessment. Comparing I-Ready test administration in August and November, 32% of students made progress toward targeted growth in math. The test administration between November and February showed that 73% of students made progress toward targeted growth. Students were only 27% from the 100%	DOK levels on assessments will show 5% growth.	DOK levels on assessments will show 5% growth.	DOK levels on assessments will show 5% growth.

	target after the final administration of the I-Ready assessment.			
Measured through available SBAC data.	<p><u>2016</u></p> <p>EL Students- ELA Standard Exceeded: 18% Standard Met: 30% Standard Nearly Met: 25% Standard Not Met: 27%</p> <p>EL Students- Math Standard Exceeded: 14% Standard Met: 25% Standard Nearly Met: 35% Standard Not Met: 26%</p> <p>Economically Disadvantaged Students- ELA Standard Exceeded: 15% Standard Met: 28% Standard Nearly Met: 27% Standard Not Met: 30%</p> <p>Economically Disadvantaged Students- Math Standard Exceeded: 13% Standard Met: 23% Standard Nearly Met: 35% Standard Not Met: 29%</p>	Unduplicated students will demonstrate 2% growth on the SBAC assessment.	Unduplicated students will demonstrate 2% growth on the SBAC assessment.	Unduplicated students will demonstrate 2% growth on the SBAC assessment.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Monitor records to ensure all teachers hold valid credentials.	Continue to monitor records to ensure all teachers hold valid credentials.	Continue to monitor records to ensure all teachers hold valid credentials.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$0	Amount \$0	Amount \$0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Ensure all curriculum and instructional materials are aligned to CCSS.	Continue to ensure all curriculum and instructional materials are aligned to CCSS.	Continue to ensure all curriculum and instructional materials are aligned to CCSS.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$305,995	\$315,175	\$324,631
Source	4100 Approved Textbooks and Core Curricula- \$212,291 4300 Materials and Supplies- \$93,704	4100 Approved Textbooks and Core Curricula- \$218,660 4300 Materials and Supplies- \$96,515	4100 Approved Textbooks and Core Curricula- \$225,220 4300 Materials and Supplies- \$99,411
Budget Reference	LCFF Base, Title I	LCFF Base, Title I	LCFF Base, Title I

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide access to a broad range of courses and enrichment opportunities.	Continue providing access to a broad range of courses and enrichment opportunities.	Continue providing access to a broad range of courses and enrichment opportunities.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$220,918	\$218,660	\$225,220
Source	4100 Approved Textbooks and Core Curricula- \$212,291 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4200 Books and Other Reference Materials- \$8,627	4100 Approved Textbooks and Core Curricula- \$218,660 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4200 Books and Other Reference Materials- \$8,886	4100 Approved Textbooks and Core Curricula- \$225,220 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4200 Books and Other Reference Materials- \$9,152

Budget Reference

LCFF Base

Budget Reference

LCFF Base

Budget Reference

LCFF Base

Action 4

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide professional development opportunities for teachers to learn new research-based instructional strategies that align with CCSS.	Continue providing professional development opportunities for teachers to learn new research-based instructional strategies that align with CCSS.	Continue providing professional development opportunities for teachers to learn new research-based instructional strategies that align with CCSS.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,820	Amount: \$15,264	Amount: \$15,722
Source: 5840 Professional Development-\$1,610	Source: 5840 Professional Development-\$1,658	Source: 5840 Professional Development-\$1,708

5210 Travel- \$335
5220 Conferences, Conventions,
Meetings- \$12,875

Budget
Reference

LCFF Base, Title II

5210 Travel- \$345
5220 Conferences,
Conventions, Meetings- \$13,261

Budget
Reference

LCFF Base, Title II

5210 Travel- \$355
5220 Conferences, Conventions,
Meetings- \$13,659

Budget
Reference

LCFF Base, Title II

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Collaborate with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program.	Continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program.	Continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,610	Amount \$1,658	Amount \$1,708

Source	5840 Professional Development (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)	Source	5840 Professional Development (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)	Source	5840 Professional Development (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)
Budget Reference	LCFF Base	Budget Reference	LCFF Base	Budget Reference	LCFF Base

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement multiple intervention methods in order to support unduplicated students that promote academic success including: <ul style="list-style-type: none"> • Small Group Instruction • Pull-out and Push-in Support • Support from Paraprofessional Counselors • Differentiated Instruction 	Continue implementing multiple intervention methods in order to support unduplicated students that promote academic success including: <ul style="list-style-type: none"> • Small Group Instruction • Pull-out and Push-in Support • Support from Paraprofessional 	Continue implementing multiple intervention methods in order to support unduplicated students that promote academic success including: <ul style="list-style-type: none"> • Small Group Instruction • Pull-out and Push-in Support • Support from Paraprofessional Counselors • Differentiated Instruction

- Tutoring
- SST Meetings

- Counselors
- Differentiated Instruction
 - Tutoring
 - SST Meetings

- Tutoring
- SST Meetings

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$80,683	Amount	\$83,103	Amount	\$85,597
Source	2100 Classified Instructional Salaries- \$57,283 2200- Classified Support Salaries- \$23,400	Source	2100 Classified Instructional Salaries- \$59,001 2200- Classified Support Salaries- \$24,102	Source	2100 Classified Instructional Salaries- \$60,772 2200- Classified Support Salaries- \$24,825
Budget Reference	LCFF Base, LCFF S&C, Title I	Budget Reference	LCFF Base, LCFF S&C, Title I	Budget Reference	LCFF Base, LCFF S&C, Title I

New Modified Unchanged

<h2>Goal 2</h2>	Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.
-----------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Students need to be assessed in order to determine their level of understanding of content and skills.
- Teachers need access to student assessment data and support with analyzing the data in order to reteach and provide appropriate intervention support.
- Students need up-to-date technology in order to access supplement materials and online resources.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Measured through assessment administration schedule and/or assessment reports.</p>	<p><u>2016-17</u> Students were assessed through I-Ready two times during the course of the school year.</p>	<p>Students will be assessed using a school-wide assessment tool at a minimum of three times per school year.</p>	<p>Students will be assessed using a school-wide assessment tool at a minimum of three times per school year.</p>	<p>Students will be assessed using a school-wide assessment tool at a minimum of three times per school year.</p>
<p>Measured through assessment data such as SBAC data.</p>	<p><u>2016-17</u> SBAC-Math Standard Exceeded: 14% Standard Met: 25% Standard Nearly Met: 35% Standard Not Met: 26%</p> <p>SBAC-ELA Standard Exceeded: 18% Standard Met: 30% Standard Nearly Met: 25% Standard Not Met: 27%</p> <p>I-Ready Students Below Level 1st: decreased the percent of students performing below level by 12% in reading and 31% in math. 2nd: decreased the percent of students performing below level by 20% in reading and 18% in math. 3rd: decreased the percent of students performing below level by 7% in reading and 32% in math. 4th: decreased the percent of students performing below level by 3% in reading and 26% in math. 5th: decreased the percent of students performing below</p>	<p>3% growth on assessment scores.</p>	<p>3% growth on assessment scores.</p>	<p>3% growth on assessment scores.</p>

level by 13% in reading and 30% in math.
6th: decreased the percent of students performing below level by 11% in reading and 7% in math.

I-Ready Average Scale Score

1st: increased overall scale score by 26 points in reading and 16 points in math.

2nd: increased overall scale score by 21 points in reading and 12 points in math.

3rd: increased overall scale score by 12 points in reading and 11 points in math.

4th: increased overall scale score by 7 points in reading and 10 points in math.

5th: increased overall scale score by 16 points in reading and 17 points in math.

6th: increased overall scale score by 8 points in reading and 6 points in math.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase and upgrade supplemental technology including: <ul style="list-style-type: none"> Purchasing Chromebook to ensure 1:1 student to Chromebook ratio for grades 2-6. Begin upgrading Elmos. Research smartboards. 	Purchase and upgrade supplemental technology including: <ul style="list-style-type: none"> Purchasing Chromebook to ensure 1:1 student to Chromebook ratio for grades 1-6. Continue upgrading Elmos. Continue researching smartboards. 	Monitor functionality of current technology and upgrade as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$335,576"/>	Amount <input type="text" value="\$345,644"/>	Amount <input type="text" value="\$356,013"/>

Source	4300 Materials and Supplies- \$93,704 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4400 Noncapitalized Equipment- \$194,722 4420 Computers and Computer Equipment- \$47,150	Source	4300 Materials and Supplies- \$96,515 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4400 Noncapitalized Equipment- \$200,564 4420 Computers and Computer Equipment- \$48,565	Source	4300 Materials and Supplies- \$99,411 (Duplicate Expense; 1 st Referenced in Goal 1, Action 2) 4400 Noncapitalized Equipment- \$206,581 4420 Computers and Computer Equipment- \$50,021
Budget Reference	LCFF Base	Budget Reference	LCFF Base	Budget Reference	LCFF Base

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide professional development opportunities for teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.	Continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.	Continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$14,820	Amount	\$15,264	Amount	\$15,722
Source	5840 Professional Development- \$1,610 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5210 Travel- \$335 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5220 Conferences, Conventions, Meetings- \$12,875 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)	Source	5840 Professional Development- \$1,658 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5210 Travel- \$345 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5220 Conferences, Conventions, Meetings- \$13,261 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)	Source	5840 Professional Development- \$1,708 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5210 Travel- \$355 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4) 5220 Conferences, Conventions, Meetings- \$13,659 (Duplicate Expense; 1 st Referenced in Goal 1, Action 4)
Budget Reference	LCFF Base, Title II	Budget Reference	LCFF Base, Title II	Budget Reference	LCFF Base, Title II

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Ensure students are assessed and data is analyzed in order to inform instruction. Stay up-to-date on school-wide assessments systems available for schools to utilize that aligns with standards and yields the best result for student success.

Continue assessing students and analyzing data in order to inform instruction. Stay up-to-date on school-wide assessments systems available for schools to utilize that aligns with standards and yields the best result for student success.

Continue assessing students and analyzing data in order to inform instruction. Stay up-to-date on school-wide assessments systems available for schools to utilize that aligns with standards and yields the best result for student success.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$19,805	Amount: \$20,399	Amount: \$21,011
Source: 5310 Licenses and Fees	Source: 5310 Licenses and Fees	Source: 5310 Licenses and Fees
Budget Reference: LCFF Base	Budget Reference: LCFF Base	Budget Reference: LCFF Base

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Provide opportunities for instructional staff to collaboratively analyze assessment data, formulate a plan to reteach contents, track student growth, and provide parents opportunities to understand their students' challenges and growth.

Continue providing opportunities for instructional staff to collaboratively analyze assessment data, formulate a plan to reteach contents, track student growth, and provide parents opportunities to understand their students' challenges and growth.

Continue providing opportunities for instructional staff to collaboratively analyze assessment data, formulate a plan to reteach contents, track student growth, and provide parents opportunities to understand their students' challenges and growth.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 3

Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Students need access to a clean, safe, and positive learning environment in order to maximize learning.
- Administration, teaching staff, and office staff need training on positive ways to address student behavior being mindful of each students' background.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through facilities maintenance checks.	<u>2016-17</u> 100% of the facilities was maintained to ensure a safe and functional environment as evident through facilities checks.	Facilities will be 100% maintained.	Facilities will be 100% maintained.	Facilities will be 100% maintained.
Measured through suspension rate.	<u>2016-17</u> The suspension rate was 1%.	Maintain a suspension rate of 1%.	Maintain a suspension rate of 1%.	Maintain a suspension rate of 1%.
Measured through expulsion rate.	<u>2016-17</u> The expulsion rate was 0%.	Maintain an expulsion rate of 0%.	Maintain an expulsion rate of 0%.	Maintain an expulsion rate of 0%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Conduct frequent inspections of facilities to ensure they are safe and functional.	Conduct frequent inspections of facilities to ensure they are safe and functional.	Conduct frequent inspections of facilities to ensure they are safe and functional.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$65,260	Amount \$67,218	Amount \$69,235
Source 5500 Operations and Housekeeping- \$64,985 5640 Repairs- \$275	Source 5500 Operations and Housekeeping- \$66,935 5640 Repairs- \$283	Source 5500 Operations and Housekeeping- \$68,943 5640 Repairs- \$292
Budget LCFF Base	Budget LCFF Base	Budget Referenc LCFF Base

Reference

Reference

e

Action 2

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide training for administration, teachers, and office staff on supporting students with behavior issues. Training will include:

- Classroom Behavior Management PD
- Instructional Techniques to Engaging Students

2018-19

New Modified Unchanged

Continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include:

- Classroom Behavior Management PD
- Instructional Techniques to Engaging Students

2019-20

New Modified Unchanged

Continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include:

- Classroom Behavior Management PD
- Instructional Techniques to Engaging Students

BUDGETED EXPENDITURES

2017-18

Amount \$14,820

Source 5840 Professional Development-

2018-19

Amount \$15,264

Source 5840 Professional Development-

2019-20

Amount \$15,722

Source 5840 Professional Development-

\$1,610 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5210 Travel- \$335 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5220 Conferences, Conventions, Meetings- \$12,875 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

\$1,658 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5210 Travel- \$345 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5220 Conferences, Conventions, Meetings- \$13,261 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

\$1,708 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5210 Travel- \$355 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)
 5220 Conferences, Conventions, Meetings- \$13,659 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

Budget Reference

LCFF Base, Title II

Budget Reference

LCFF Base, Title II

Budget Reference

LCFF Base, Title II

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$167,856

Percentage to Increase or Improve Services:

4.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

In 2017-18, the projected Unduplicated Pupil percentage is estimated to be 69.15%. Due to the high targeted student population concentration, LEPA has determined that the most efficient use of funds is to provide supplemental services in school-wide manner ensuring that all Unduplicated Pupils population receives support. In an effort to meet both State priorities areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following actions/services will be reassessed for effectiveness and implemented to support the Unduplicated Pupils. These services include but are not limited to:

- Providing push-in/pull-out support from instructional aides and educational consultants for EL, SPED, and low socioeconomic students struggling to meet grade-level standards.
- Small group support provided by instructional staff/instructional aides.
- Implementation of Rtl for all students showing difficulty meeting content standards or showing minimal academic growth.
- Student Success Team support to students who have shown no response to interventions provided through the Rtl program.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?