

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LaVerne Elementary Preparatory Academy

CDS Code: 36750440118059

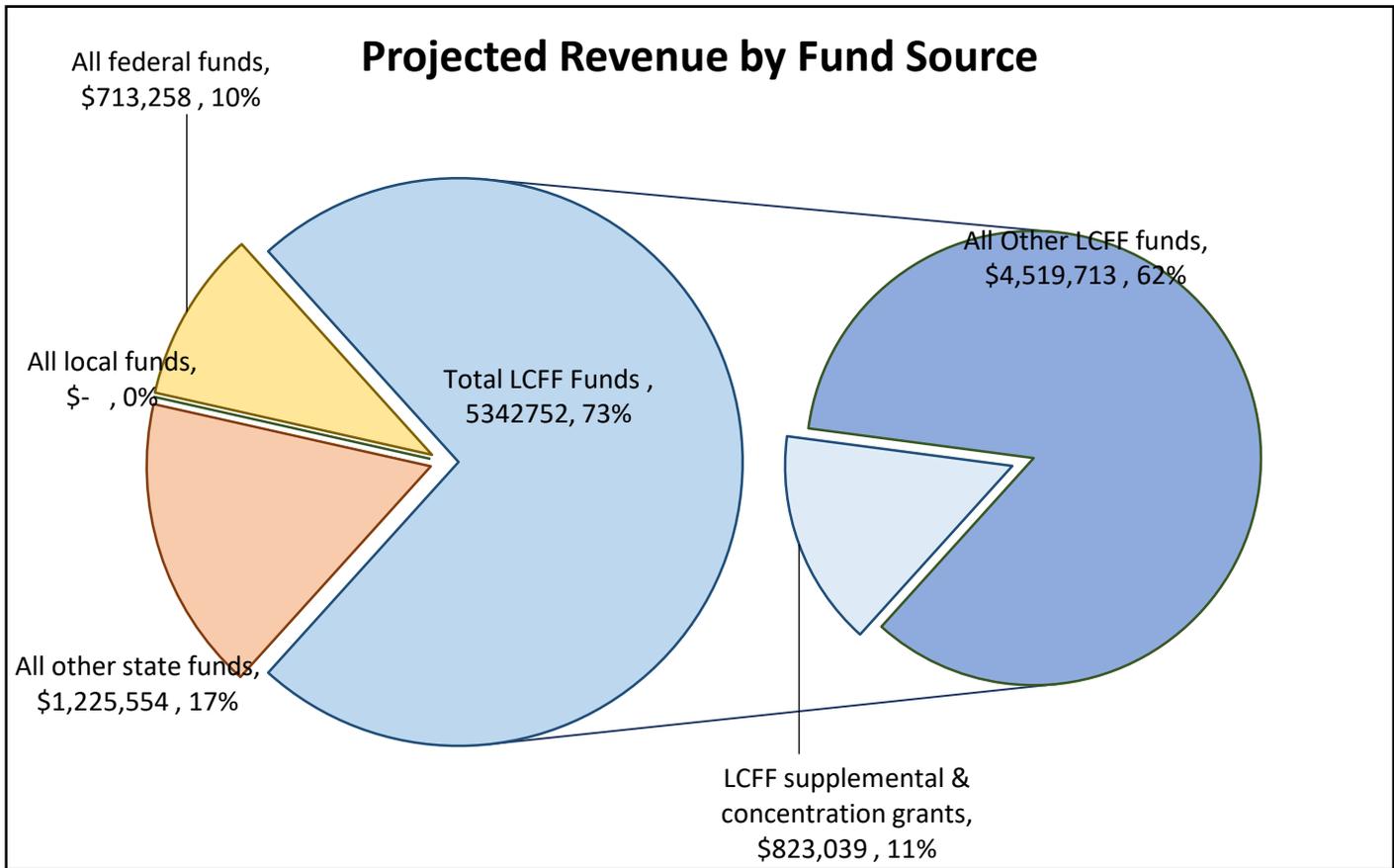
School Year: 2021 – 22

LEA contact information: Debbie Tarver

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

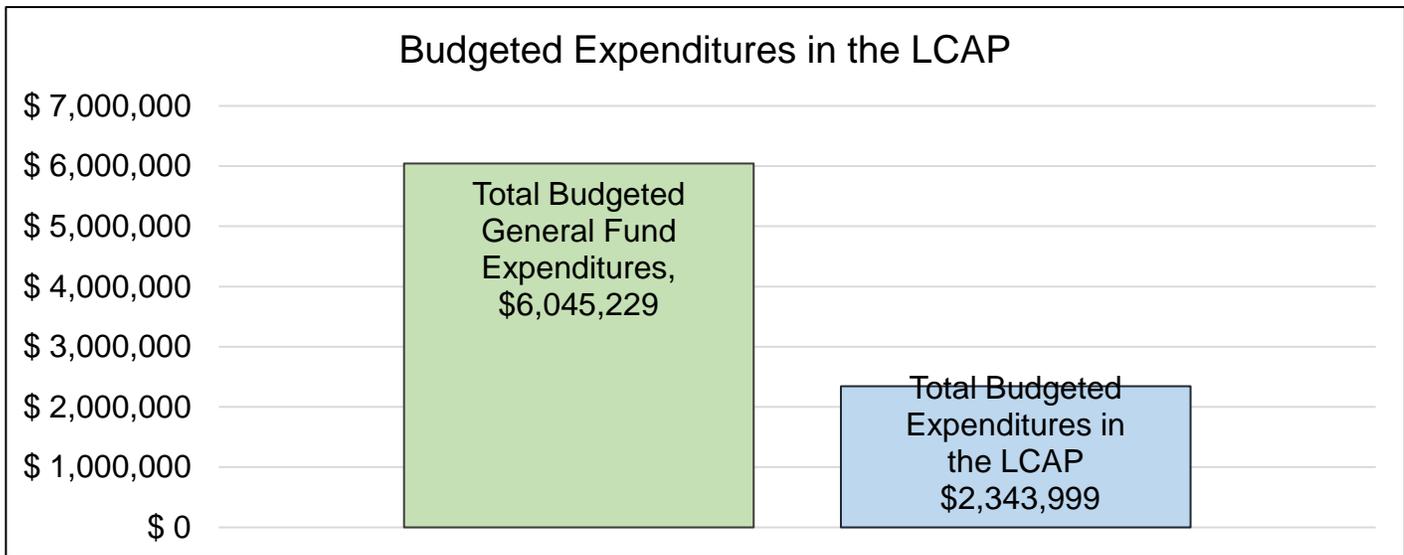


This chart shows the total general purpose revenue LaVerne Elementary Preparatory Academy expects to receive in the coming year from all sources.

The total revenue projected for LaVerne Elementary Preparatory Academy is \$7,281,564.00, of which \$5,342,752.00 is Local Control Funding Formula (LCFF), \$1,225,554.00 is other state funds, \$0.00 is local funds, and \$713,258.00 is federal funds. Of the \$5,342,752.00 in LCFF Funds, \$823,039.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

LaVerne Elementary Preparatory Academy plans to spend \$6,045,229.00 for the 2021 – 22 school year. Of that amount, \$2,343,998.91 is tied to actions/services in the LCAP and \$3,701,230.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budgeted expenditures that are not in the LCAP include all classified salaries, employee benefits, food expenses, dues and membership, operating expenses such as insurance, lease expense, utilities, accounting and legal fees, HR expenses, printing services, website development, consultant fees,

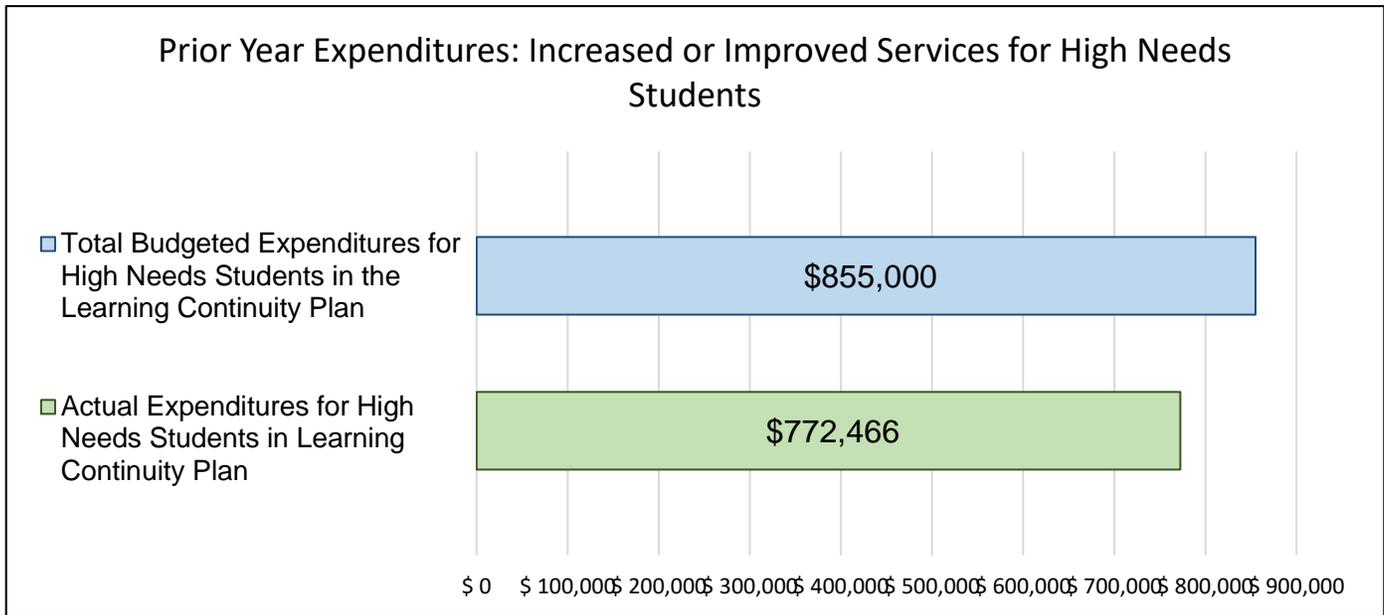
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

# LCFF Budget Overview for Parents

In 2021 – 22, LaVerne Elementary Preparatory Academy is projecting it will receive \$823,039.00 based on the enrollment of foster youth, English learner, and low-income students. LaVerne Elementary Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. LaVerne Elementary Preparatory Academy plans to spend \$206,992.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LEPA is meeting its requirement to increase or improve services through collaboration and planning time for teachers to develop plans/strategies to address unfinished learning for high needs students, implement strategies such as scaffolding and small group instruction, utilizing support from instructional aides, developing and adjusting action plans based on ongoing data collection and analysis, ensure on-going PD on the referral process for high needs scholars in need of Tier 11 and/or Tier 111 interventions.

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



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

## **LCFF Budget Overview for Parents**

In 2020 – 21, LaVerne Elementary Preparatory Academy's Learning Continuity Plan budgeted \$855,000.00 for planned actions to increase or improve services for high needs students. LaVerne Elementary Preparatory Academy actually spent \$772,466.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$82,534.00 had the following impact on LaVerne Elementary Preparatory Academy's ability to increase or improve services for high needs students:

As a result of the pandemic, ensuring students has access to devices and internet connection was of

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LaVerne Elementary Preparatory Academy	Debra Tarver Executive Director	<a href="mailto:Debbie.tarver@lepacademy.com">Debbie.tarver@lepacademy.com</a> 760-948-4333

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

### Goal 1

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

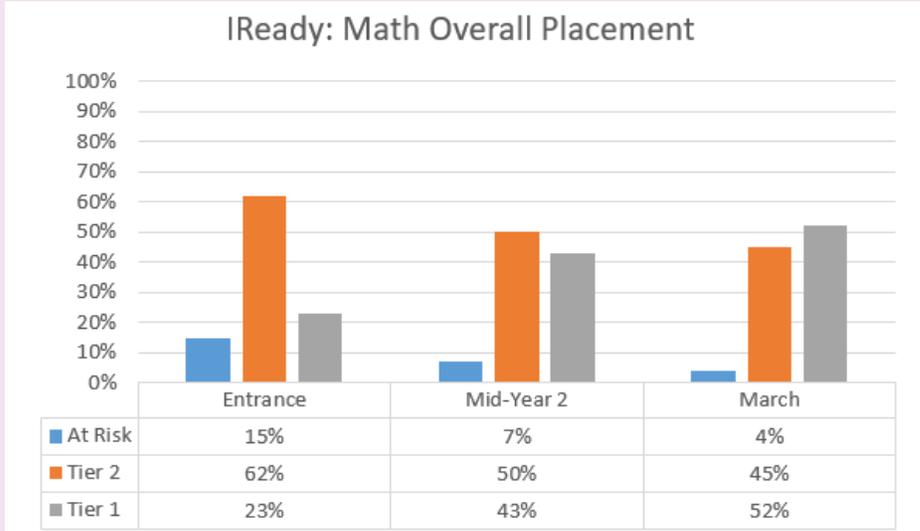
State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic Services and Conditions at Schools
- Priority 2: Implementation of State Academic Standards
- Priority 4: Student Achievement
- Priority 7: Access to Broad Course of Study
- Priority 8: Outcomes in a Broad Course of Study

Local Priorities: [Add Local Priorities Here]

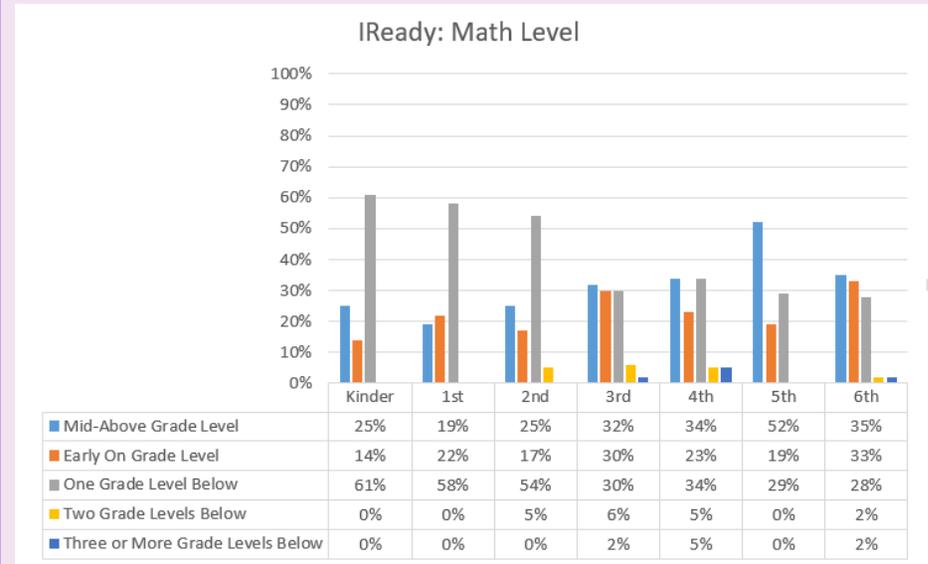
### Annual Measurable Outcomes

Expected	Actual
Maintain 100% alignment of curriculum with CCSS.	Maintain 100% alignment of curriculum with CCSS.
DOK levels on assessments will show 5% growth.	<p data-bbox="1066 488 1262 521"><u>I-Ready Math</u></p>  <p data-bbox="1066 1078 1986 1398">During the 2019-20 school year, all students DOK increased based on the math I-Ready assessment. In math, 23% of all students placed in “Tier 1” during the entrance assessment at the start of the school year. During the Mid-Year assessment, 43% of all students placed in “Tier 1”. Lastly, during the End-of-Year (EOY) assessment, 52% of all students placed in “Tier 1”. An increase of 29% from the start of the school year until the end. In addition, during the entrance assessment, 15% of all students placed in the “At Risk for Tier 3”. However, during the</p>

**Expected**

**Actual**

EOY assessment, 4% of all students placed in the “At Risk for Tier 3”. A decreased of 11%.



Kinder: 39% of students’ test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 61% of students were one or more grade levels below.

1<sup>st</sup>: 41% of students’ test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 58% of students were one or more grade levels below.

2<sup>nd</sup>: 42% of students’ test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 59% of students were one or more grade levels below.

3<sup>rd</sup>: 62% of students’ test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 38% of students were one or more grade levels below.

4<sup>th</sup>: 57% of students’ test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 44% of students were one or more grade levels below.

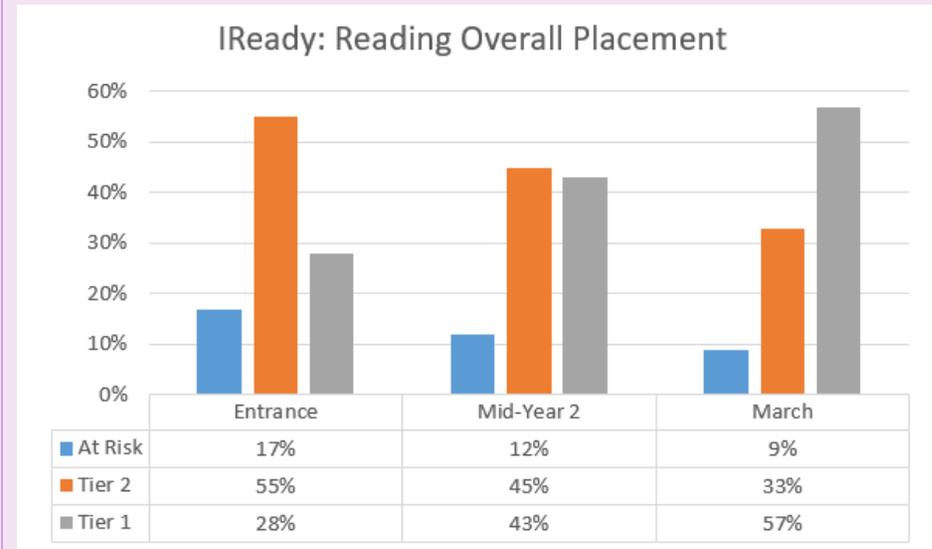
**Expected**

**Actual**

5<sup>th</sup>: 71% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 29% of students were one or more grade levels below.

6<sup>th</sup>: 68% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 32% of students were one or more grade levels below.

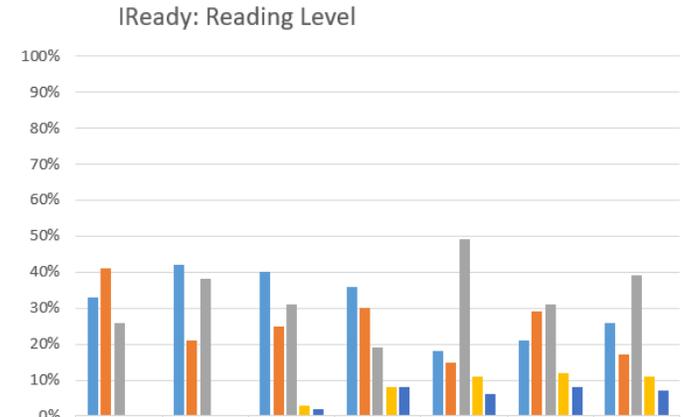
I-Ready Reading



During the 2019-20 school year, all students DOK increased based on the reading I-Ready assessment. In reading, 28% of all students placed in “Tier 1” during the entrance assessment at the start of the school year. During the Mid-Year assessment, 43% of all students placed in “Tier 1”. During the End-of-Year (EOY) assessment, 57% of all students placed in “Tier 1”. An increase of 29%. In addition, during the entrance assessment, 17% of all students placed in the “At Risk for Tier 3”. However, during the EOY assessment, 9% of all students placed in the “At Risk for Tier 3”. A decreased of 8%.

**Expected**

**Actual**



	Kinder	1st	2nd	3rd	4th	5th	6th
Mid-Above Grade Level	33%	42%	40%	36%	18%	21%	26%
Early On Grade Level	41%	21%	25%	30%	15%	29%	17%
One Grade Level Below	26%	38%	31%	19%	49%	31%	39%
Two Grade Levels Below	0%	0%	3%	8%	11%	12%	11%
Three or More Grade Levels Below	0%	0%	2%	8%	6%	8%	7%

Kinder: 74% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 26% of students were one or more grade levels below.

1<sup>st</sup>: 63% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 38% of students were one or more grade levels below.

2<sup>nd</sup>: 65% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 36% of students were one or more grade levels below.

3<sup>rd</sup>: 66% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 35% of students were one or more grade levels below.

4<sup>th</sup>: 33% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 66% of students were one or more grade levels below.

Expected	Actual
	<p>5<sup>th</sup>: 50% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 51% of students were one or more grade levels below.</p> <p>6<sup>th</sup>: 43% of students' test scores placed them in Early, Mid/Above grade level during the final benchmark assessment. 57% of students were one or more grade levels below.</p>
Unduplicated students will demonstrate 2% growth on the SBAC assessment.	No 2019-20 SBAC data available.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to monitor records to ensure all teachers hold valid credentials.	<b>\$0</b>	<b>\$0</b>
Continue to ensure all curriculum and instructional materials are aligned to CCSS.	<p><b>\$159,048</b> LCFF Base and/or Title I 4100 Approved Textbooks and Core Curricula- \$105,647 4300 Materials and Supplies- \$53,401</p>	<p><b>\$75,635.27</b> LCFF 4100 Approved Textbooks and Core Curriculum \$48,622.32 4200 Books and Other Reference Material \$8,067.22  Title I 4100 Approved Textbooks and Core Curriculum \$9,932.73 5310 Licenses and Fees \$9,013</p>
Continue providing access to a broad range of courses and enrichment opportunities.	<b>\$53,401</b> <b>LCFF Base</b>	<b>\$39,296.53</b> LCFF

	4300 Materials and Supplies (Duplicate Expense; 1st Referenced in Goal 1, Action 2)	4300 Materials and Supplies
Continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS.	<b>\$31,676</b> LCFF Base and/or Title II 5210 Travel- \$5,026 5220 Conference, Convention, and Meeting- \$4,205 5840 Professional Development- \$22,445	<b>\$24,249.37</b> LCFF 5210 Travel \$1,734.90 5220 Conferences, Convention, Meeting \$18,365.04  Title II 5220 Conferences, Convention, Meeting \$475 5840 Professional Development \$3,674.43
Continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program.	<b>\$22,445</b> LCFF Base 5840 Professional Development (Partial Duplicate Expense; 1st Referenced in Goal 1, Action 4)	<b>\$6,000</b> Title II 5310 Licenses and Fees
Continue implementing multiple intervention methods in order to support Unduplicated students that promote academic success including: <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Pull-out and Push-in Support</li> <li>• Support from Paraprofessional (Counselors, Speech Therapist, Psychologist)</li> <li>• Rtl</li> </ul>	<b>\$337,006</b> LCFF Base, LCFF S&C and/or Title I 2000-2999 Classified Instructional Salaries	<b>\$142,941.31</b> LCFF 1000-1999 Certified Salaries \$31,417 3000-3999 Employee Benefits \$7,577.31

<ul style="list-style-type: none"> <li>• SST Meetings</li> </ul>		<p>Title I</p> <p>1000-1999 Certified Salaries \$24,992.73</p> <p>2000-2999 Classified Salaries \$28,720.22</p> <p>3000-3999 Employee Benefits \$31,288.32</p> <p>4000-4999 Books and Supplies \$9,932.73 (Duplicate Expense; 1st Referenced in Goal 1, Action 2)</p> <p>5310 Licenses and Fees \$9,013 (Duplicate Expense; 1st Referenced in Goal 1, Action 2)</p>
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## Goal Analysis

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

All actions/services were implemented as described above. Due to COVID-19, services to Unduplicated Pupils were implemented through distance learning.

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

LEPA did not experience any challenges with candidates working on their induction program this year. Candidates worked well with their assigned mentors via zoom and celebrated their accomplishment at the end of the school year.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: Implementation of State Academic Standards

Priority 3: Parent Engagement

Priority 4: Student Achievement

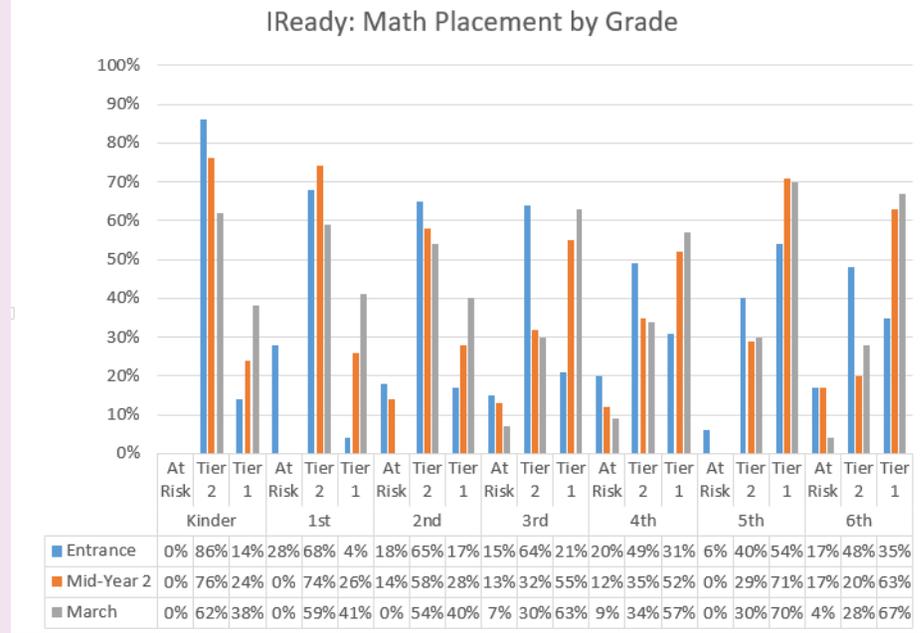
Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Students will be assessed using a school-wide assessment tool at a minimum of three times per school year.	Students were assessed using iReady three times during the school year.
3% growth on assessment scores.	<u>iReady Math</u>

**Expected**

**Actual**



K: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 24%. 0% of students placed in “At Risk of Tier 3” during both the entrance assessment and the EOY assessment.

1st: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 37%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 28%.

2nd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 23%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 18%.

3rd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 42%.

**Expected**

**Actual**

Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 8%.

4th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 26%.

Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 11%.

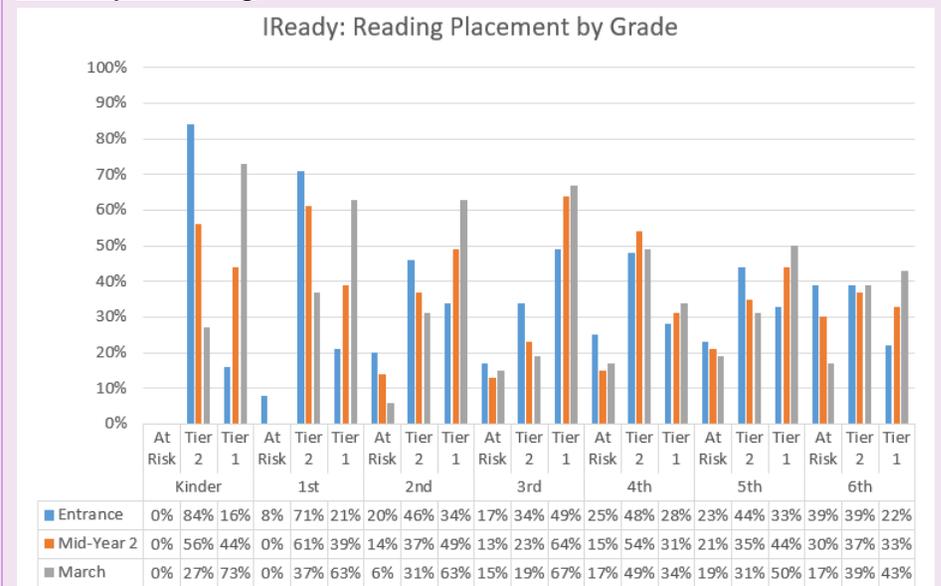
5th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 16%.

Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 6%.

6th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 32%.

Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 13%.

I-Ready Reading



Expected	Actual
	<p>K: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 57%. 0% of students placed in “At Risk of Tier 3” during both the entrance assessment and the EOY assessment.</p> <p>1st: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 42%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 8%.</p> <p>2nd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 29%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 14%.</p> <p>3rd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 18%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 2%.</p> <p>4th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 6%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 8%.</p> <p>5th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 17%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 4%.</p> <p>6th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 21%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 22%.</p>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Monitor functionality of current technology and upgrade as needed.	<b>\$81,748</b> LCFF Base 4400 Noncapitalized Equipment- \$9,949 4420 Computers and Computer Equipment- \$71,799	<b>\$28,394.29</b> LCFF 4300 Materials and Supplies \$116.85 4420 Computers and Computer Equipment \$28,277.44
Continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.	<b>\$31,676</b> LCFF Base and/or Title II 5210 Travel- \$5,026 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conference, Convention, and Meeting- \$4,205 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5840 Professional Development- \$22,445 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)	<b>\$24,249.37</b> LCFF 5210 Travel \$1,734.90 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conferences, Convention, Meeting \$18,365.04 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) Title II 5220 Conferences, Convention, Meeting \$475 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5840 Professional Development \$3,674.43

		(Duplicate Expense; 1st Referenced in Goal 1, Action 4)
Continue assessing students and analyzing data in order to inform instruction. Stay up-to-date on school-wide assessment systems available for schools to utilize that aligns with standards and yields the best results for student success.	<b>\$9,744</b> LCFF Base 5310 Licenses and Fees	<b>\$18,945.73</b> Title I 4100 Approved Textbooks and Core Curriculum \$9,932.73 (Duplicate Expense; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees \$9,013 (Duplicate Expense; 1st Referenced in Goal 1, Action 2)
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.	<b>\$0</b>	<b>\$0</b>

### Goal Analysis

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

All actions/services were implemented as described above. Due to COVID-19, collaboration among staff was done using online conferencing tools such as Zoom.

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

LEPA purchased additional online assessments and curriculum to track any learning loss. About 85% of scholars participated and completed their online assessments during distance learning. For those who didn't complete the online assessments, it was due to lack of childcare, support and other factors.

### 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 Priorities:

Priority 1: Basic Services and Conditions at Schools

Priority 5: Student Engagement

Priority 6: School Climate

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Facilities will be 100% maintained.	Facilities was 100% maintained.
Maintain a suspension rate of 1%.	Suspension rate was 0%.
Maintain an expulsion rate of 0%.	Expulsion rate was 0%.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>Conduct frequent inspections of facility to ensure they are safe and functional.</p>	<p><b>\$26,565</b>  LCFF Base  5500 Operations and Housekeeping- \$1,333  5600 Rental, Lease, Repairs, and Noncapitalized- \$25,232</p>	<p><b>\$23,217.02</b>  LCFF  4300 Materials and Supplies \$12,233.78  5500 Operations and Housekeeping Services \$845  5600 Repairs \$5,948.14   SB 117 COVID-19 LEA Response Funds  4300 Materials and Supplies \$4,190.10</p>
<p>Continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include:</p> <ul style="list-style-type: none"> <li>• Classroom Behavior Management PD</li> <li>• Instructional Techniques to Engaging Students</li> </ul>	<p><b>\$31,676</b>  LCFF Base and/or Title II  5210 Travel- \$5,026 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)  5220 Conference, Convention, and Meeting- \$4,205 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)  5840 Professional Development- \$22,445 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)</p>	<p><b>\$24,849.37</b>  LCFF  5210 Travel \$1,734.90 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)  5220 Conferences, Convention, Meeting \$18,365.04 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)   Title II  5220 Conferences, Convention, Meeting \$475 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)</p>

		<p>5840 Professional Development \$3,674.43 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)</p> <p>Title IV 5840 Professional Development \$600</p>
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### Goal Analysis

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

All actions/services were implemented as described above.

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

This goal was more challenging due to COVID-19 and distance learning. LEPA had to provide more counseling and SEL services to scholars and families because of mental fatigue, trauma in the households, families loss of employment and loss of family members. LEPA began a hybrid schedule for scholars to begin receiving in person instruction at the end of March 2021. About half of scholars returned.

On a positive note, teachers and support staff were able to engage scholars with online learning as well as make additional packets for them to work independently. Small group instruction and 1-1 instruction did make a difference for many of them.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE) and Health Equipment. Lepa will purchase face masks, shields, hand sanitizer, disinfectants, gloves, disinfectant, paper towels, Kleenex, thermometers, wipes disinfectant foggers and plexiglass for the office and classrooms. We also will purchase I Wave Purifiers. This will help prevent the spread of Covid-19 and other viruses.	\$35,000	\$38,012	Y
Schoolwide air purifiers and filters in classrooms, MRP room, office, resource room, music room, lounge areas and classrooms. This will help mitigate the spread of Covid-19 and other germs and viruses. Materials and visual cues for social distancing, directional signs, handwashing signs, entry and exit signs and face covering signs. Replacement costs for devices, curriculum and materials sent home with scholars Professional development for support staff to help meet the needs of EL and special needs scholars.	\$75,000	\$79,892	Y

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

No significant difference noted.

### Analysis of In-Person Instructional Offerings

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

LEPA was not able to provide a hybrid model to scholars until March 29<sup>th</sup>. The County remained in the purple tier for the majority of the school year which didn't allow the school to offer in person services earlier. LEPA did offer a small cohort of in person instruction of at-risk scholars for families who felt safe sending their children to school.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ongoing professional development to meet the needs of all scholars during Distance Learning.	\$20,000	\$20,000	Y
Purchase 600 new chromes for all scholars, 25 for the sped department and 6 for support staff. Purchase 25 laptops for teachers and computers and printers for office and administration. Purchase zoom license for lessons, attendance and student support services. Additional instructional support personnel. Technology technician.	\$320,000	\$304,365	Y

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

No significant difference noted.

### Analysis of the Distance Learning Program

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

Professional Development was provided to staff three weeks prior to the beginning of the school year and continued monthly throughout the year. Staff had opportunities to collaborate with their grade levels monthly and many did it weekly. Teachers have all become very strong and creative with engaging and working with scholars both whole class and with small group instruction via zoom and other platforms. Administration visited several classes via zoom and were very impressed with student engagement. The atmosphere was like being in a regular classroom. Teachers displayed their walls with charts, student work, and many prompts. LEPA provided all scholars with Chromebooks and were able to replace any that had problems Overall, LEPA staff transitioned well considering the circumstances.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As LEPA continues through distance learning during Covid-19 we will continue to implement a variety of online assessments to monitor scholar's academic abilities. Teachers will give beginning of the year diagnostics in ELA and Math and continue monthly with summative and formative assessments to monitor student growth.	\$275,000	\$257,894	Y
Assessments will comprise of Think Up, IXL, iReady, ESGI, Envision Math, Footsteps2Brillence .  Ongoing professional development for distance learning.	\$25,000	\$23,067	Y

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

No significant difference noted.

## **Analysis of Pupil Learning Loss**

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

LEPA invested in a variety of assessments to monitor learning loss. Although most scholars did well, it was difficult at times since parents could not help with their learning due to work or other things happening in their life. The validity of some assessments may not be valid as some scholars received help from whomever was caring for them. Once LEPA returns fulltime in July, the school will assess all scholars within the first two weeks and compare it to the year end results. LEPA is confident that in-person instruction, increasing calendar days, and providing extended school hours will help with learning loss. LEPA will invest in additional curriculum and paraprofessionals to assist with small group instruction.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

Counselors, school psychologist, the special education department, and administration worked tirelessly to make sure LEPA met the needs of all scholars with social and emotional learning and well-being. Staff received ongoing PD from DM SELPA, SBCSS, and other organization to make sure they were well trained to work with scholars and families during the pandemic. LEPA also partnered with other agencies that provided additional services for families who were struggling through the pandemic. Emphasis was placed in this area and the school has had a lot of success offering all of these services. The advantage LEPA had, is that the staff knew all the scholars and families and were able to reach out to them immediately to keep the services going. It made an immense impact on their mental stability.

## **Analysis of Pupil and Family Engagement and Outreach**

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

Family engagement and outreach was successful. Teachers had weekly conferences with every parent and staff kept all families informed of their child's progress. This is an area LEPA will continue to foster throughout the school year. Parents and teachers worked as a team. They were able to talk more frequently and support one another. For this reason, scholars were able to stay engaged and complete their work to the best of their ability.

The most powerful success was with families who had IEP and SST meetings. Traditionally, parents are nervous being in front of a team at the school. Having these meetings via zoom, parents and scholars were very relaxed and comfortable speaking about the support and services they wanted for their child. The team will continue to offer this as an optional service upon parent request.

## Analysis of School Nutrition

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

LEPA provided grab and go meals everyday for families. Families were given a designated time to pick up the meals. They were very appreciative of the service offered.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Signage, PPE, Plexiglass, and disinfecting supplies for the MPR room to mitigate Covid-19, viruses and germs.	\$45,000	\$34,236	Y
Staffing Needs	Additional custodial staffs for sanitation during food nutrition.	\$60,000	\$15,000	Y

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

LEPA started offering in-person instruction in March 2021. LEPA hired additional custodians in March for increased sanitation. In addition, LEPA hired a medical assistant who is responsible for all record keeping, testing, and possible covid cases.

## Overall Analysis

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

Overall, administration was pleased with how well the staff transitioned to distance learning. Teachers were very creative and dedicated in keeping scholars engaged in their educational program. LEPA noticed some scholars excelled very well with distance learning. Teachers also observed that scholars who were generally “shy” during in person instruction excelled with virtual learning. Those who preferred socializing appeared to regress a little. Parents also learned a variety of ways to support their children. This experience has all members of the learning community looking at education through a different lens.

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

LEPA has always been a data driven school and will continue to do a variety of assessments quarterly. The schools have already invested in another assessment program that will be implemented at the beginning of the school year. Assessments drive instruction and will be used to close the achievement gap relatively quickly and put the scholars on the path of academic success in less than a year. The entire team is committed to making sure this goal is met.

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

There is no significant difference in the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actual actions and services implemented. LEPA frequently referred to the LCAP as a guide to stay on course of achieving the goals and actions we have outlined.

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

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

Analysis and reflection of the 2019-20 LCAP and 2020-21 LCP serves as a roadmap to accomplish many of the goals. DTPA will continue monitoring goals to make sure they are achieved.

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LaVerne Elementary Preparatory Academy	Debra Tarver Executive Director	debbie.tarver@lepacademy.com 760-948-4333

## Plan Summary 2021-22

### General Information

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

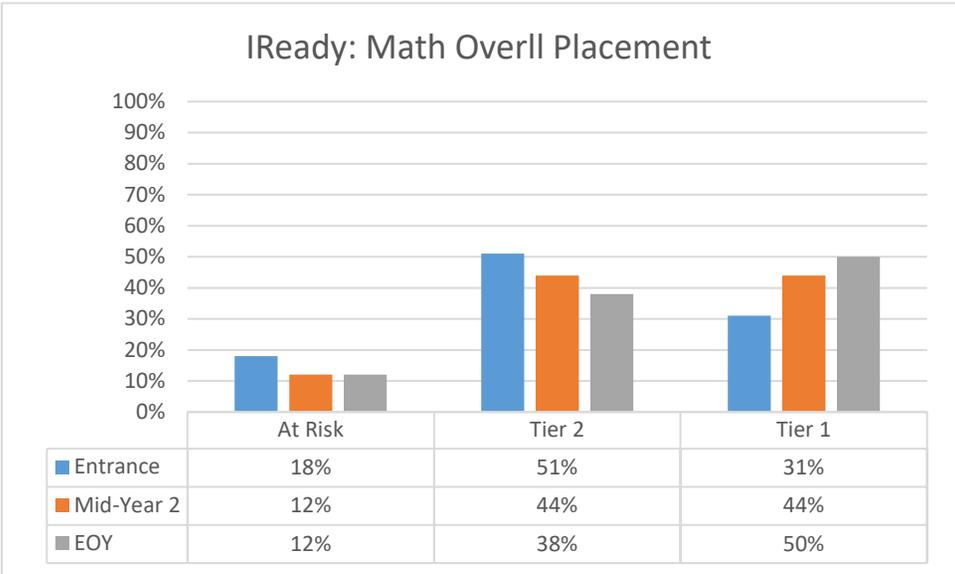
LaVerne Elementary Preparatory Academy (LEPA) is a public charter school serving students in grades K-6 in the surrounding neighborhood of Hesperia. LEPA targets scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special 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 2019-20 school year, Hesperia School District schools enrolled 69% Hispanic/Latino students, 21% White students, and 7% Black/African American students. The Unduplicated Pupil percentage was 78% while 76% of students qualified for FRMP. Similar to the Hesperia School District, in 2019-20, LEPA enrolled 77% Hispanic/Latino students, 17% White students, and 2% African America/Black students. 62% of students qualified for FRMP. The unduplicated pupil percentage was 65%.

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.

### Reflections: Successes

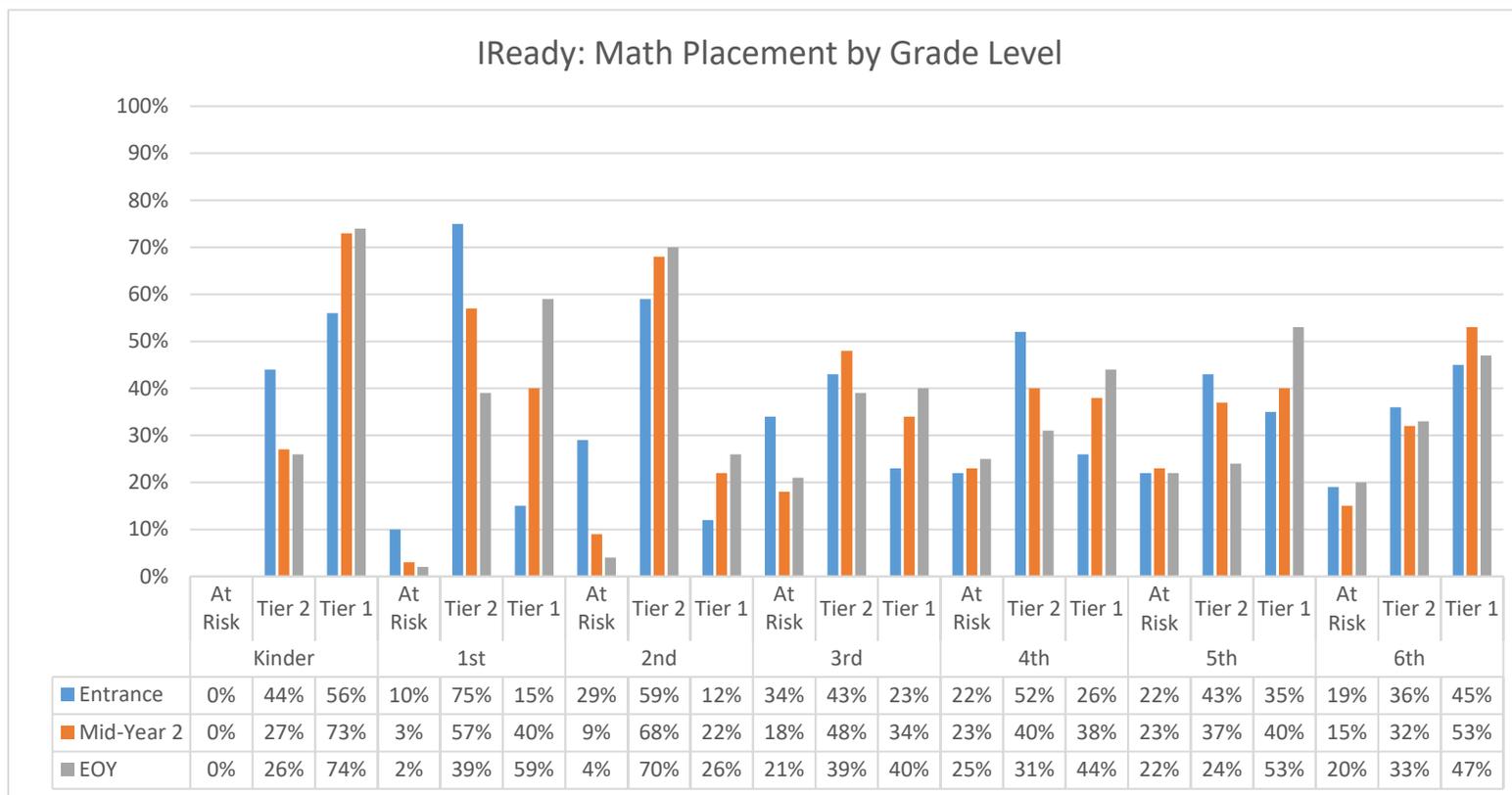
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Math I Ready



During the administration of the three I Ready math assessments, LEPA students showed progress toward increasing the percentage of students receiving “Tier 1” support and decreasing the percentage of students in the “Tier 2” and “at-risk” groups. By the End-of-Year (EOY) assessment, fewer students’ placed in the “at risk” group compared to the first assessment. The decrease was by 6%. LEPA increased the percentage of students in “Tier 1” by 19% from the first math assessment to the EOY assessment.

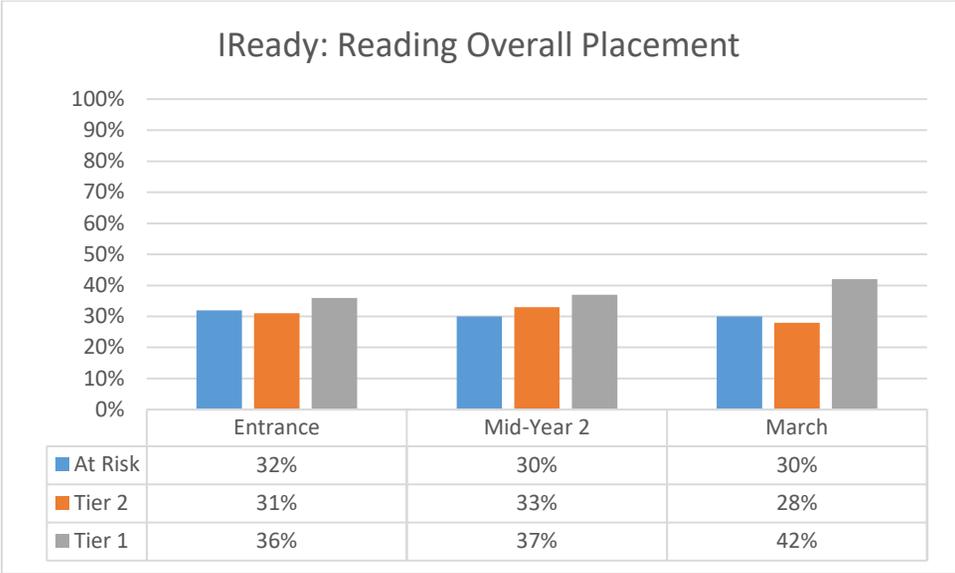
IReady: Math Placement by Grade Level



Kinder and 1<sup>st</sup> graders showed the greatest progress in ensuring most students placed in “Tier I” in math. Kinder had 0% of students all year place “at risk”. By the final EOY administration of the I Ready assessment, 74% of all kinder students placed in “Tier I”. That is an increase of 18% from the initial assessment. Similarly, 1<sup>st</sup> grade had an increase of 44% of students and 2<sup>nd</sup> grade had an increase of 14% of students place in “Tier 1” during the EOY assessment compared to the entrance assessment. 3<sup>rd</sup> graders saw an increase of 17% and both 4<sup>th</sup> and 5<sup>th</sup> graders increased by 18%.

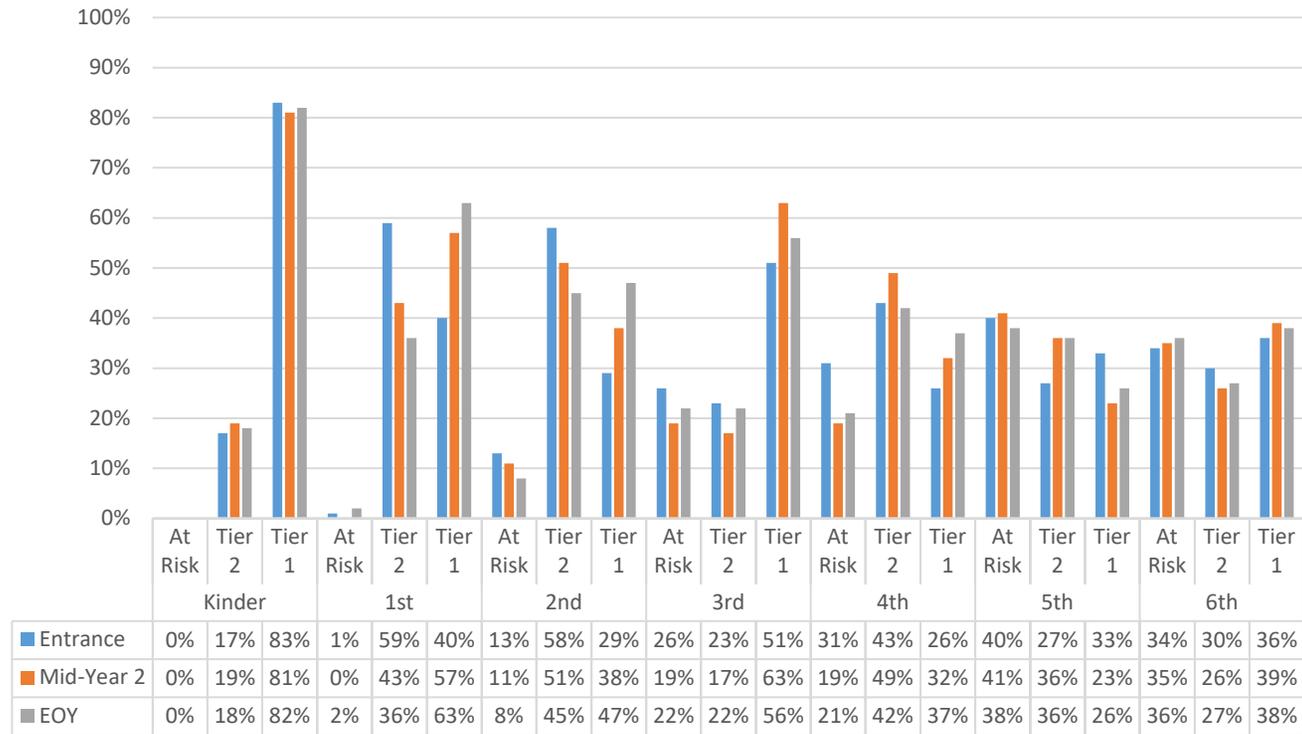
Improvement in student performance in math can be attributed to various steps taken by the school. This includes hiring of highly qualified staff, continued professional development, student access to CCSS and supplemental resources, technology integration and intervention support.

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.



Overall, during the administration of all three reading I Ready assessments, more students placed in the “Tier 1” group than the “at-risk” or “Tier 2” levels of support. From the entrance assessment to the second assessment, the percentage of students who placed in “Tier 1” increased by 5%.

IReady: Reading Placement by Grade Level

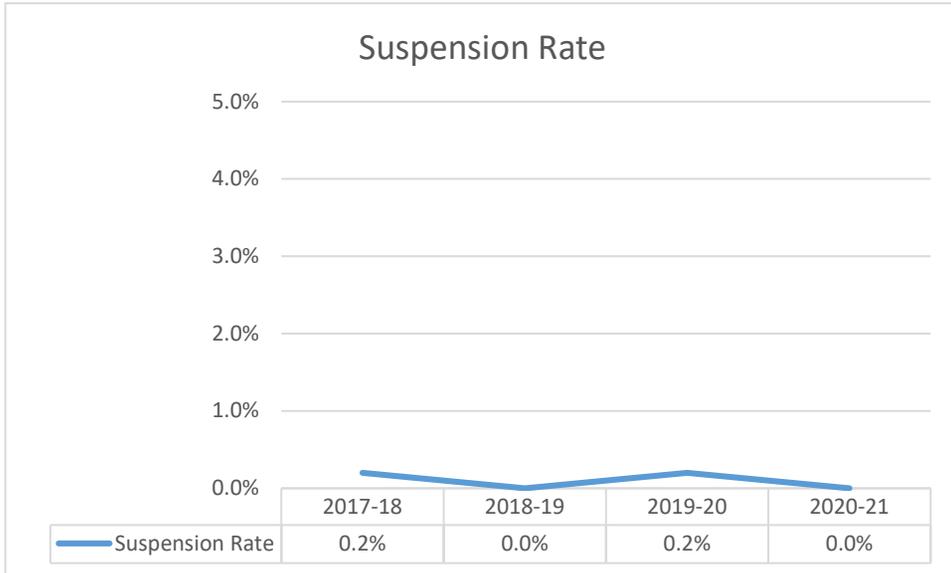


Kinder had 0% of students all year place “at risk” throughout the entire school year. During all three administrations of the reading assessment, kinder students performed always had 80%+ students in “Tier 1”. 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders showed the greatest progress in ensuring most students placed in “Tier I” in reading. By the final EOY administration of the I Ready assessment, 63% of all 1<sup>st</sup> grade students placed in “Tier I”. That is an increase of 23% from the initial assessment. Similarly, 2nd grade had an increase of 18% of students and 4<sup>th</sup> grade had an increase of 11% of students place in “Tier 1” during the EOY assessment compared to the entrance assessment.

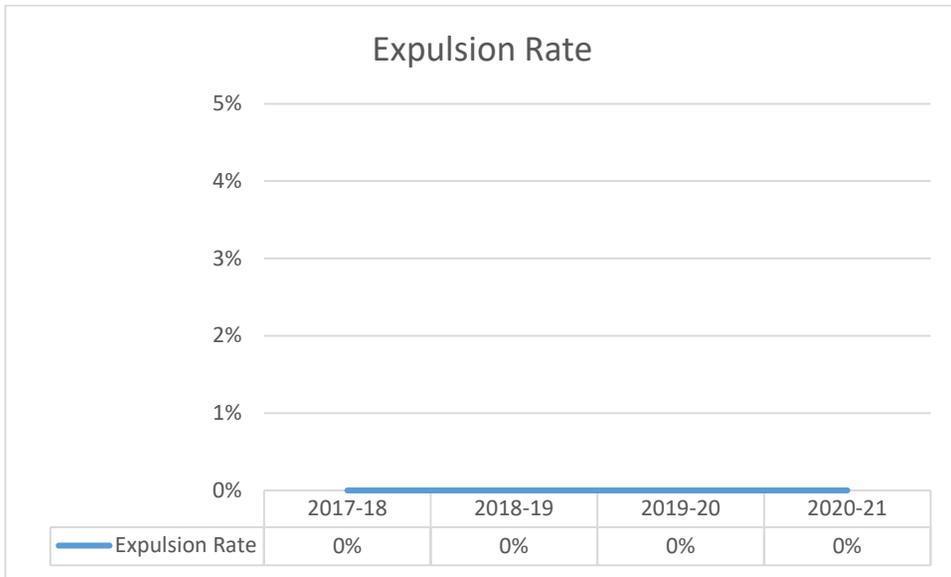
Improvement in student performance in reading can be attributed to various steps taken by the school. This includes hiring of highly qualified staff, continued professional development, student access to CCSS and supplemental resources, technology integration and intervention support.

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.

## Suspension and Expulsion Rate



LEPA continues to maintain a suspension rate of 0%.



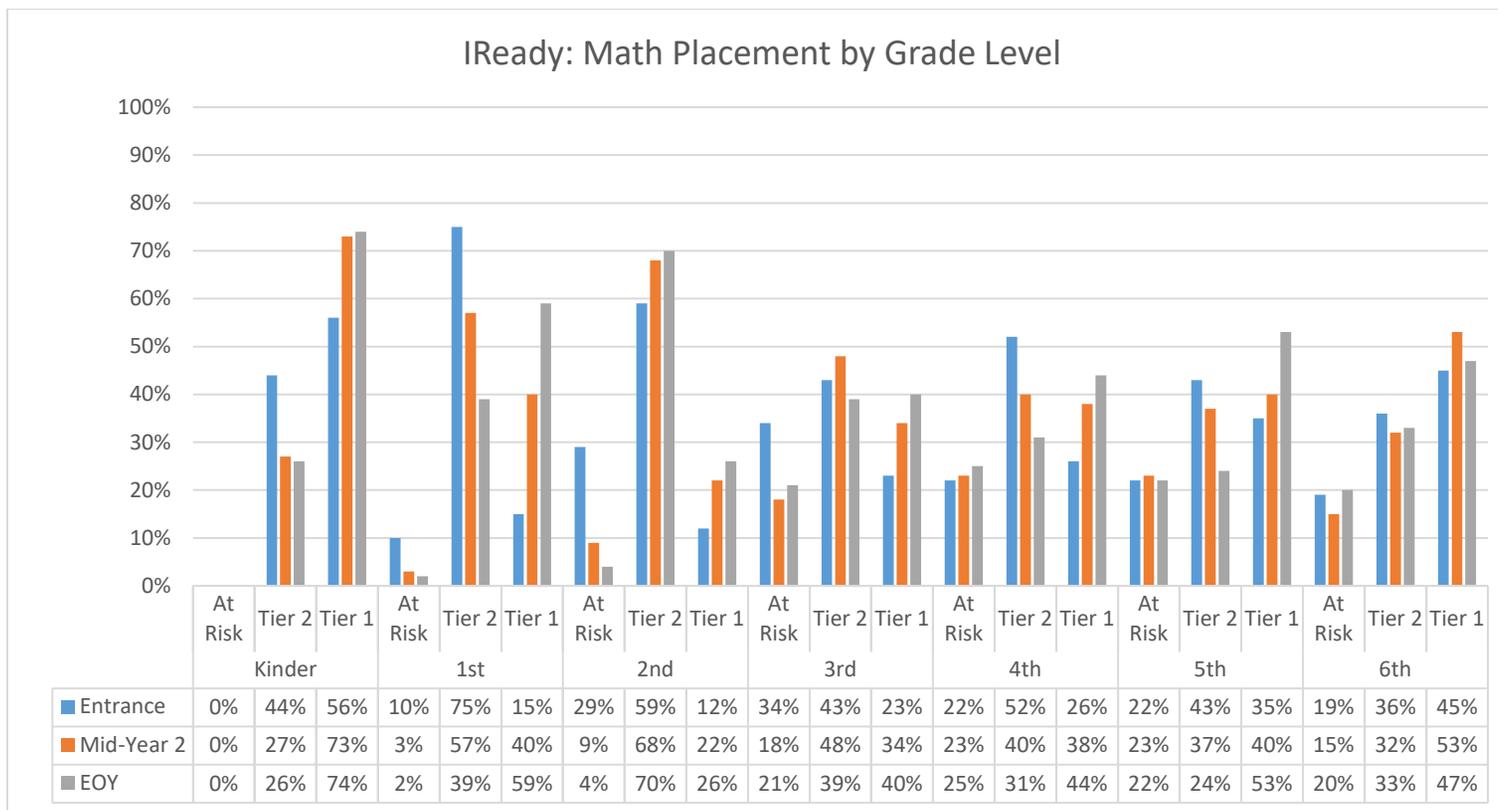
LEPA continues to maintain an expulsion rate of 0%.

LEPA has provided training for administration, teachers, and office staff on supporting students with behavior issues. Trainings included classroom behavior management strategies, instructional strategies to engage learners, and Positive Behavior Interventions and Supports (PBIS) training.

## Reflections: Identified Need

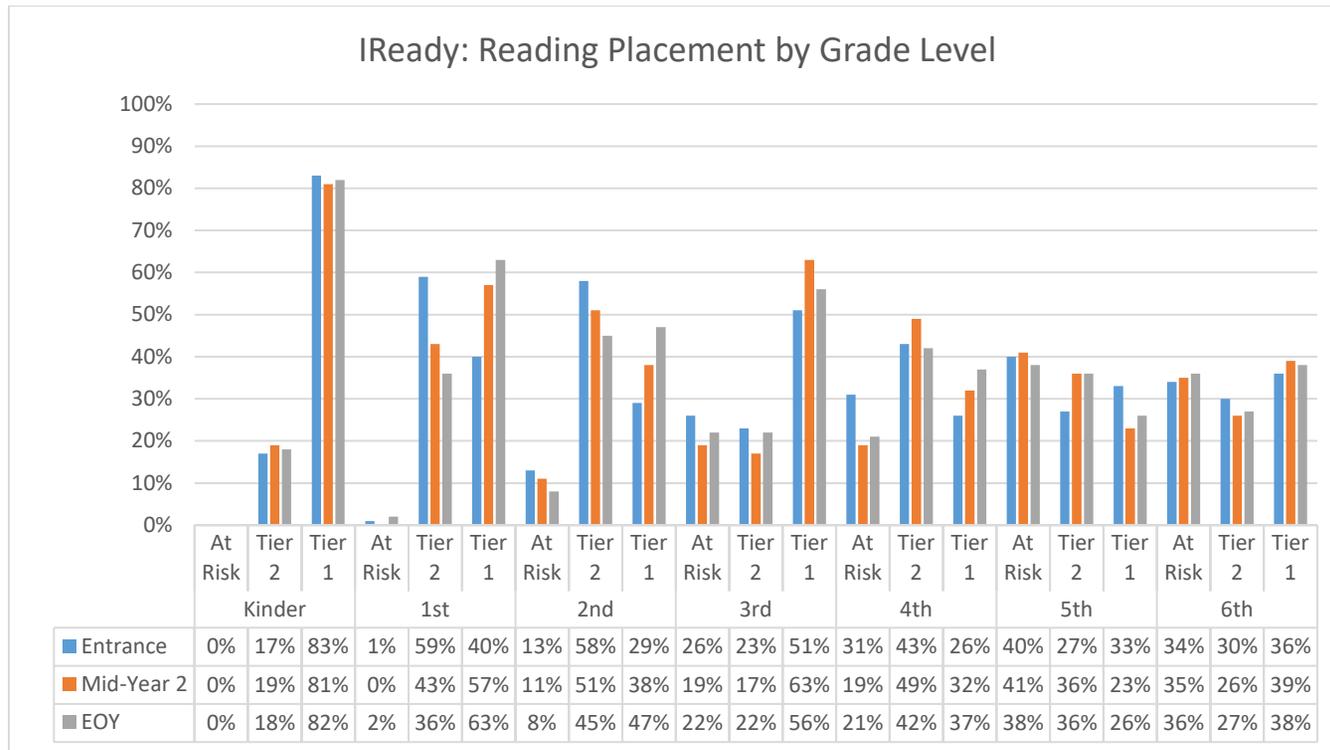
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Math I Ready



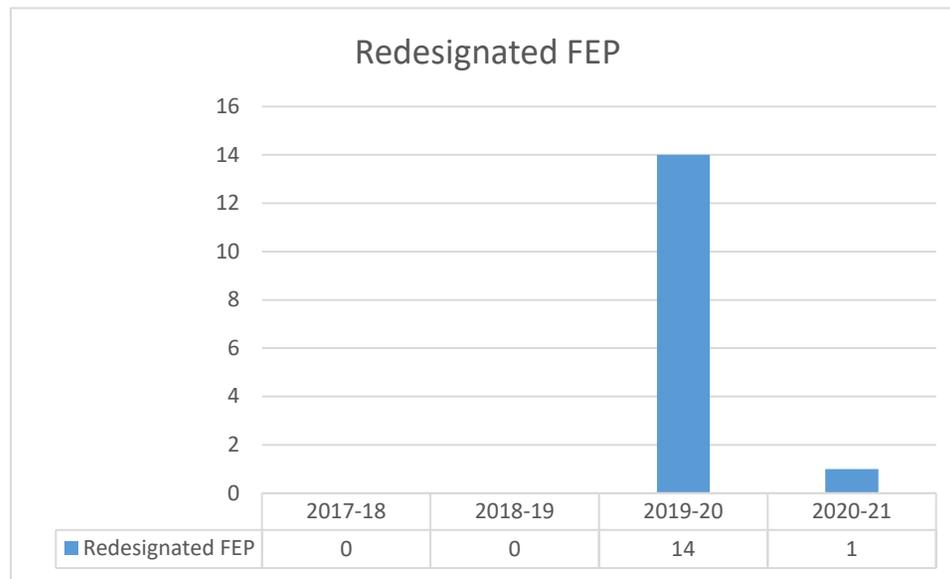
2<sup>nd</sup> graders had a large percentage of students place in “Tier 2” during all three math assessments throughout the school year. In addition, 6<sup>th</sup> grade students regressed in the percentage of students in “Tier 1” from the Mid-Year assessment to the EOY assessment by 6%.

Reading I Ready



4<sup>th</sup> graders had a large percentage of students place in “Tier 2” during all three reading assessments throughout the school year. 5<sup>th</sup> graders has large percentage of students place in “Tier 2” during the Mid-Year and EOY reading assessments. In addition, 3<sup>rd</sup> grade students regressed in the percentage of students in “Tier 1” from the Mid-Year assessment to the EOY assessment by 7%. This same regression occurred for 6<sup>th</sup> graders but by only 1%.

English Learners



This chart lists the number of students redesignated from EL to FEP status since the last census. The percent is calculated by dividing the number of redesignated students by the prior year's EL count then multiplying by 100. These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate that students being redesignated have an English language proficiency comparable to that of average native English speakers.

## LCAP Highlights

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

LEPA's LCAP is designed to meet the needs of all scholars. The 2020-2021 LCAP identifies key priorities were 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 our LCAP are:

- Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student's success.
- Utilize ongoing assessments and data analysis to tract scholars' progress toward academic proficiency.
- Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.
- Ensure social-emotional learning and wellness is provided to all scholars and families.

# Comprehensive Support and Improvement

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

## Schools Identified

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

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

LEPA provided input from all stakeholders for the 2021-2022 LCAP. Stakeholders included certificated and classified staff through meetings, students and families through surveys and conferences. Administrators and Student Support Services held meetings regularly throughout the school year shared data with stakeholders to discuss the data and to provide feedback. Once the data and feedback were reviewed, the LCAP goals were created as the highest needs of what the school needs to implement for the 2021-2022 school year. LEPA will continue to provide resources and services to meet the academic goals and close the achievement gap. LEPA will increase counseling support for students and parent groups for families as well as maintain a positive school culture which provides a safe school environment to help increase learning. LEPA will offer other specialized programs such as enrichment, summer programs, increased small group instruction, and continue with professional development training to continue offering a quality educational program to meet the needs of all students.

A summary of the feedback provided by specific stakeholder groups.

The feedback indicated that LEPA needed to remain focused on student engagement with high quality instruction, ensure a safe school and engaging learning environment, continue with parent involvement and conferences and increase services with our student support team. Also to add additional services for social-emotional learning, counseling services for all scholars and families.

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

During distance learning due to COVID-19, communication played a key role with family engagement and student learning. Feedback demonstrated the need to increase SEL services along with additional access to information and resources. Some of these services will include summer school, and extended school year, additional small group instruction, and enrichment activities.

# Goals and Actions

## Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

This goal was developed to continue with high quality instruction to help close the achievement gap among all student groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of alignment of curriculum.	100% Alignment	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 100% alignment of Curriculum
SBAC growth for Unduplicated Pupils	Unduplicated students demonstrated 2% growth on the SBAC assessment.  <u>2018-19 SBAC</u> Economically Disadvantaged and EL students who exceeded and met standards combined demonstrated over 2% growth in ELA and math.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Ensure Unduplicated students demonstrate 2% growth annually on the SBAC assessment.

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Teacher Assignment	Continue to monitor records to ensure all teachers hold valid credentials.	<b>\$1,598,340</b>	N
Action #2	ELA, Math, Science and History	Continue to ensure all curriculum and instructional materials are aligned to CCSS. Ensure newly added 8 <sup>th</sup> grade has curriculum materials in all content areas.	<b>\$65,702</b>	N
Action #3	Enrichment Activities	Continue providing access to a broad range of courses and enrichment opportunities.	<b>\$77,040</b>	N
Action #4	Professional Development	Continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS.	<b>\$4,402</b>	N
Action #5	Teacher 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.	<b>\$15,400</b>	N
Action #6	Student Support Services	Continue implementing multiple intervention methods in order to support Unduplicated students that promote academic success including: <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Pull-out and Push-in Support</li> <li>• Support from Paraprofessional (Counselors, Speech Therapist, Psychologist)</li> <li>• Rtl</li> <li>• SST Meetings</li> </ul>	<b>\$197,192</b>	Y

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

## Goal

Goal #	Description
Goal #2	Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.

An explanation of why the LEA has developed this goal.

The school needs to continue to utilize ongoing assessments and data to track scholars' progress toward academic proficiency and to address learning loss due to distance learning.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times students are assessed using school-wide assessment tool.	Students were assessed using iReady three times during the school year.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Assess students three times during the school year using local benchmark assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students' growth on school-wide assessment tool.	2020-21 Percent of Students in Tier I during Final Assessment  <u>Math I Ready</u> Kinder- 74% 1 <sup>st</sup> - 59% 2 <sup>nd</sup> - 26% 3 <sup>rd</sup> - 40% 4 <sup>th</sup> - 44% 5 <sup>th</sup> - 53% 6 <sup>th</sup> - 47%  <u>Reading I Ready</u> Kinder- 82% 1 <sup>st</sup> - 63% 2 <sup>nd</sup> - 47% 3 <sup>rd</sup> - 56% 4 <sup>th</sup> - 37% 5 <sup>th</sup> - 26% 6 <sup>th</sup> - 38%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Student growth will increase by 3% annually in reading and math.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Chromebooks	Monitor functionality of current technology and upgrade as needed.	<b>\$233,583</b>	N

Action #	Title	Description	Total Funds	Contributing
Action #2	Professional Development	Continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective use of technology to supplement instruction.	<b>Captured in Goal 1, Action 4</b>	N
Action #3	Assessment and Data Analysis	Continue assessing students and analyzing data in order to inform instruction. Stay up-to-date on school-wide assessment systems available for schools to utilize that aligns with standards and yields the best results for student success.	<b>\$27,100</b>	N
Action #4	Collaboration	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.	<b>\$23,700</b>	N

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

**Goal**

Goal #	Description
Goal #3	Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

An explanation of why the LEA has developed this goal.

LEPA desires to provide all members of the learning community with a safe, welcoming, and inclusive environment. This goal strives to ensure that all scholars are engaged and want to attend school on a consistent basis.

There will be ongoing training for teachers to implement effective classroom management techniques, strategies provided for student engagement, and creating a rigorous curriculum. The school will partner with CAHELP for professional development on strategies to support all scholars in the classroom by utilizing students’ background as areas of strength rather than circumstances that negatively impact their ability to learn. We will continue with PBIS as a multi-tiered prevention framework used for implementing and sustaining evidence-based interventions to meet the needs of all learners. Using this program enhances both academic and behavioral outcomes.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of facilities that will be well maintained.	100% of the facilities is well maintained.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Will continue to be 100% maintained
Percentage of the Suspension Rate that will be maintained.	Suspension Rate is maintained at 1% or less (0% in 2020-21).	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	The suspension rate will be maintained at 1% or less
Percentage of the Expulsion Rate that will be maintained.	Expulsion Rate is maintained at 0%.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Expulsion rate will be maintained at 0%

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintenance of Facility	Conduct frequent inspections of facility to ensure they are safe and functional.	\$1,540	N
Action 2	School Culture and Climate	Continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include: <ul style="list-style-type: none"> <li>• Classroom Behavior Management PD</li> <li>• Instructional Techniques to Engaging Students</li> </ul>	<b>Captured in Goal 1, Action 4</b>	N

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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Goal #	Description
<b>Goal #4</b>	Social-emotional learning and wellness of the whole child.

An explanation of why the LEA has developed this goal.

LEPA recognizes that COVID-19 and distance learning has been extremely hard on scholars and families both academically and emotionally. This goal have been added as an additional support service for our low socio-economic scholars, foster and homeless population. LEPA will provide services for all scholars and families who have experience such trauma during this time of school closures.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mental health services will be provided to scholars.	Provide professional development trainings to staff in 2021-2022.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All staff will receive 2 professional development days of training and have access to additional training
Parent Wellness Support will be provided to families.	Provide services for families in 2021-2022.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2 days of parent support classes will offered. Additional classes will be offered upon request.

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Counseling	Provide social-emotional group instruction to support scholars with behavioral and social needs	<b>\$100,000</b>	Y
Action #2	Behavior Intervention Specialist	Provide small group sessions for positive behavior as well as enrichment activities. Provide parent sessions to work with children in the home environment.	<b>No Expense</b>	N
Action #3	Student Support Services	Provide PD to staff to ensure there is support to scholars with social-emotional and behavioral needs.	<b>Captured in Goal 1, Action 4</b>	N

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 school year.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.21%	\$823,039

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

## Required Descriptions

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

School closures and distance learning impacted English learners, low-income students, and foster youth the most. The school will continue to assess and design instruction on closing the achievement gap for these scholars. The school will offer additional small group instruction from our paraprofessionals and EL instructors as well as our teachers to increase academic achievement. Training for the staff will also be offered to support the additional instruction to support the student's growth.

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

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 and the school counselor.
- 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.
- Provide mental health services address issues as a result of COVID-19.



## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 156,192	\$ 297,192
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ 156,192	\$ 297,192
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Assignment	LEA-wide		All	\$ 1,598,340	\$ 1,598,340
1	3	Afterschool Enrichment	Schoolwide		All	\$ 77,040	\$ 77,040
1	4	Professional Development	LEA-wide		All	\$ -	\$ 4,402
1	5	Teacher Induction Program	LEA-wide		All	\$ 4,960	\$ 15,400
1	6	Student Support Services	Limited	All	All	\$ 66,192	\$ 197,192
2	1	Chromebooks	LEA-wide		All	\$ -	\$ 233,583
2	2	Professional Development	LEA-wide		All	\$ -	\$ -
2	3	Assessment and Data Analysis	LEA-wide		All	\$ 27,100	\$ 27,100
2	4	Collaboration	LEA-wide		All	\$ 23,700	\$ 23,700
3	1	Maintenance of Facility	LEA-wide		All	\$ 1,540	\$ 1,540
3	2	School Climate and Culture	LEA-wide		All	\$ -	\$ -
4	1	Counseling	Limited	All	All	\$ 90,000	\$ 100,000
4	2	Behavior Intervention Specialist	LEA-wide		All	\$ -	\$ -
4	3	Student Support Services	LEA-wide		All	\$ -	\$ -
						\$ -	\$ -

## Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 2,343,999	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Teacher Assignment	No	\$ 1,598,340	
1	2	ELA, Math, Science and History	No	\$ 65,702	
1	3	Afterschool Enrichment	No	\$ 77,040	
1	4	Professional Development	No	\$ 4,402	
1	5	Teacher Induction Program	No	\$ 15,400	
1	6	Student Support Services	Yes	\$ 197,192	
2	1	Chromebooks	No	\$ 233,583	
2	2	Professional Development	No	\$ -	
2	3	Assessment and Data Analysis	No	\$ 27,100	
2	4	Collaboration	No	\$ 23,700	
3	1	Maintenance of Facility	No	\$ 1,540	
3	2	School Climate and Culture	No	\$ -	
4	1	Counseling	Yes	\$ 100,000	
4	2	Behavior Intervention Specialist	No	\$ -	
4	3	Student Support Services	No	\$ -	
				\$ -	
				\$ -	
				\$ -	

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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

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