

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Crown Preparatory Academy

CDS Code: 19-64733-0121848

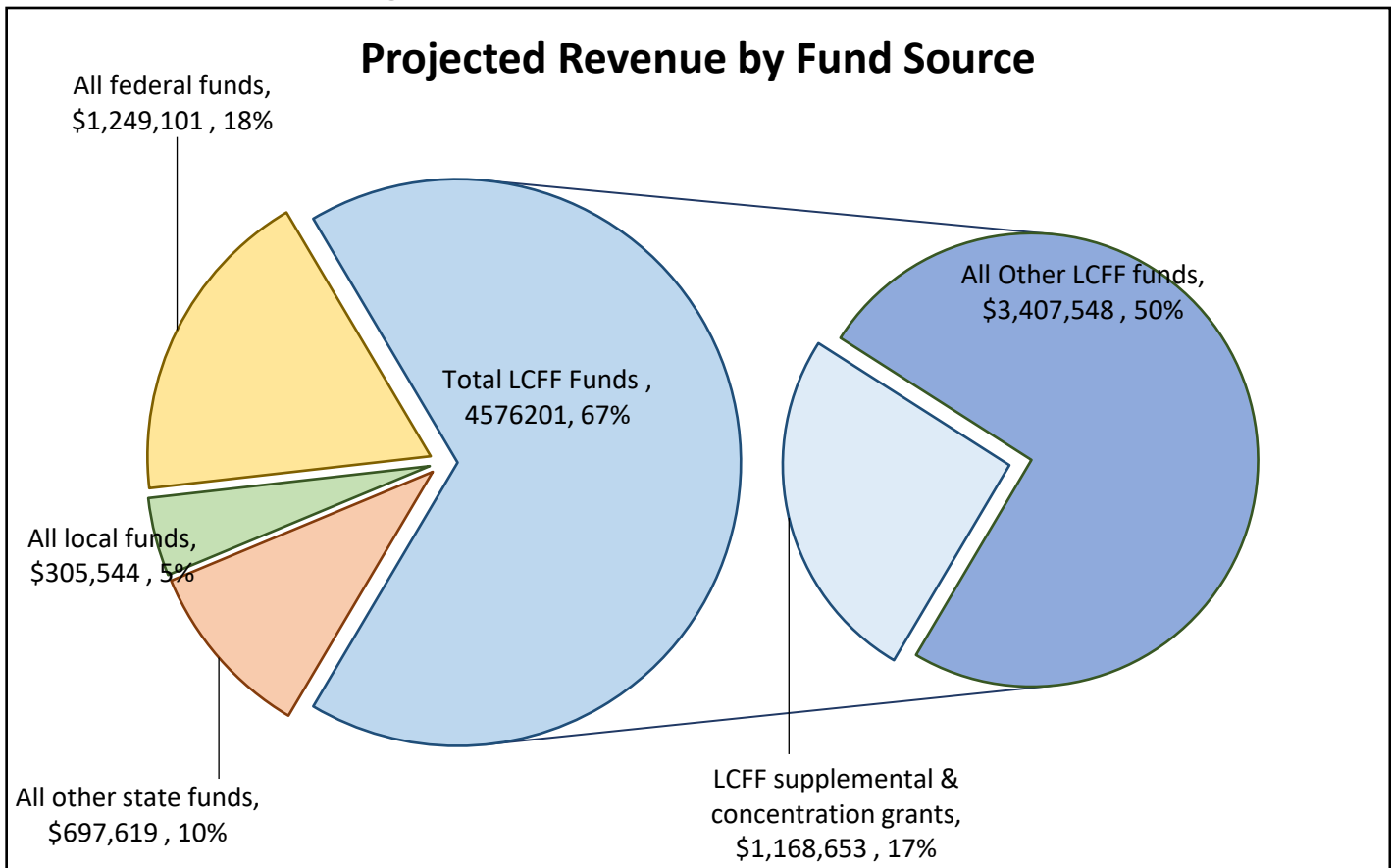
School Year: 2021 – 22

LEA contact information: Eric Barlow, COO / ebarlow@stem-prep.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

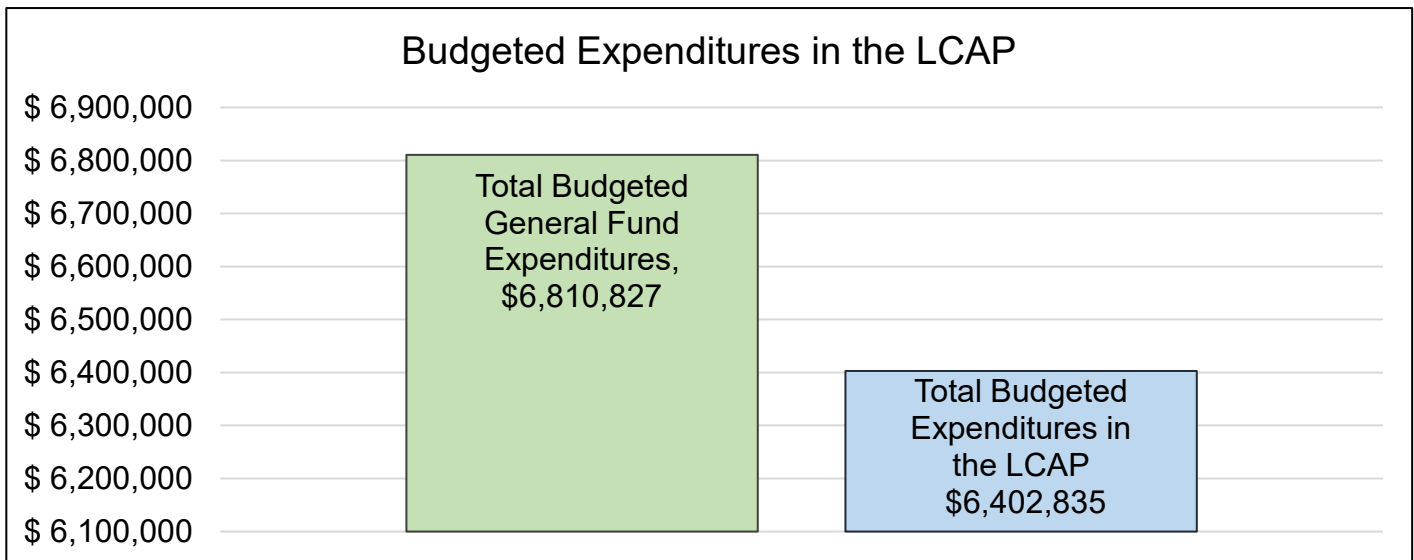


This chart shows the total general purpose revenue Crown Preparatory Academy expects to receive in the coming year from all sources.

The total revenue projected for Crown Preparatory Academy is \$6,828,465.00, of which \$4,576,201.00 is Local Control Funding Formula (LCFF), \$697,619.00 is other state funds, \$305,544.00 is local funds, and \$1,249,101.00 is federal funds. Of the \$4,576,201.00 in LCFF Funds, \$1,168,653.00 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 Crown 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.

Crown Preparatory Academy plans to spend \$6,810,827.00 for the 2021 – 22 school year. Of that amount, \$6,402,835.00 is tied to actions/services in the LCAP and \$407,992.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

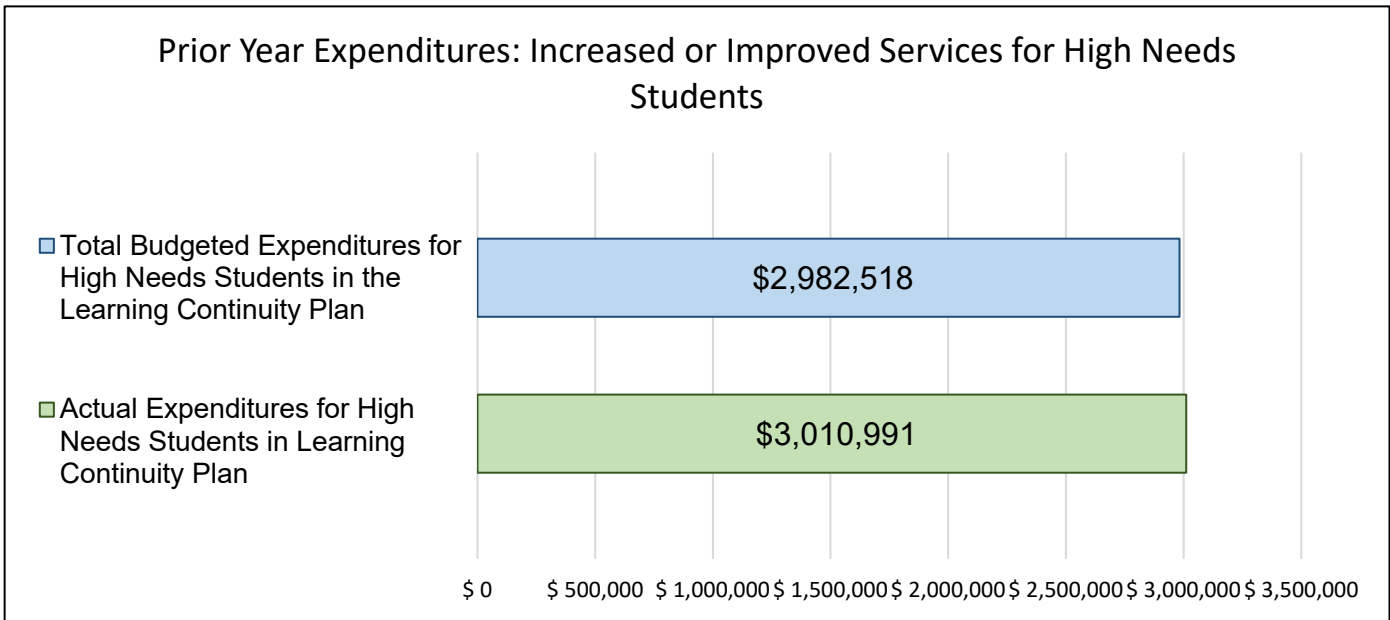
Extra duty and professional development stipends; direct services to students with disabilities (other than resource teachers); school nurse.

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

In 2021 – 22, Crown Preparatory Academy is projecting it will receive \$1,168,653.00 based on the enrollment of foster youth, English learner, and low-income students. Crown Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Crown Preparatory Academy plans to spend \$1,339,990.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Crown 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 Crown 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.

In 2020 – 21, Crown Preparatory Academy's Learning Continuity Plan budgeted \$2,982,518.00 for planned actions to increase or improve services for high needs students. Crown Preparatory Academy actually spent \$3,010,991.30 for actions to increase or improve services for high needs students in 2020 – 21.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|--|
| Crown Preparatory Academy | Alexis Basaldu Director of Operations | abasaldu@stem-prep.org (323) 795-0695 |

Annual Update

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

Goal 1

Crown Prep will exemplify the core value of Family.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| | Expected | Actual |
|--|-----------------------|--------|
| Teacher retention within the organization, measured as percentage of teachers returning from prior year. | 2019-20 85% | 52% |
| Student cohort stability, measured as the percentage of students continuously enrolled for the previous four years. | 2019-20 80% | 69.91% |
| Student retention, as measured by percentage of CPA 8th grade students matriculating to MSCP | 2019-20 75% | 66.99% |
| Parent satisfaction, measured as average of all satisfaction survey responses. | 2019-20 90% | 95% |

| | | |
|--|--|--|
| Student satisfaction, measured as average of all satisfaction survey responses. | 2019-20 90% | 89.5% |
| Staff satisfaction, measured on end of year survey. | 2019-20 80% | 79.5% |
| Student suspension rate | 2019-20 2% | 2.6% |
| Chronic absenteeism | 2019-20 <5% | 11.1% |
| Staff attendance | 2019-20 90% | 96.2% |
| Parent participation, measured as percentage of students whose parents contributed 10 or more volunteer hours | 2019-20 80% Parent Participation in at least 1 event | 89% Parent Participation in at least 1 event |
| Students enrolled in all core subjects | 2019-20 100% | 100% |
| Facilities in good repair | 2019-20 Rating of Good or Higher on Facilities Inspection Tool (FIT) | Good |
| Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions | 2019-20 0 | 0 |
| Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home | 2019-20 0 | 0 |

Number of identified instances where facilities do not meet the good repair standard (including deficiencies and extreme deficiencies) **2019-20**
0

0

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The School Principal ensures that the master calendar and student schedules make all academic areas available to all students, inclusive of all subgroups, and all grades; meets with at-risk students on a regular basis; develop individual improvement plans; ensures that each teacher is appropriately credentialed for their assignment; engages parents in a series of relevant and interesting workshops related to their child's success; ensures all students have appropriate, standards-aligned (including CCSS and the academic content and performance standards) textbooks/curriculum materials and technology.</p> | <p>\$110,000 - LCFF - 1000-1999 Certificated Salaries - Principal \$27,500 - LCFF - 3000-3999 Employee Benefits - Principal \$372,719 - LCFF - 1000-1999 Certificated Salaries - Basic Teachers (6.9) \$93,180 - LCFF - 3000-3999 Employee Benefits - Basic Teachers (6.9) \$516,781 - Other State Revenues - 1000-1999 Certificated Salaries - Prop 30 Teachers (8.1) \$129,195 - Other State Revenues - 3000-3999 Employee Benefits - Prop 30 Teachers (8.1) \$84,311 - LCFF - 4000-4999 Books and Supplies - Instructional Materials</p> | <p>\$110,130 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$27,532 - LCFF - 3000-3999 Employee Benefits - Principal (repeated expenditure) \$394,262 - LCFF - 1000-1999 Certificated Salaries - Basic Teachers (6.3) \$98,566 - LCFF - 3000-3999 Employee Benefits \$497,113 - Other State Revenues - 1000-1999 Certificated Salaries \$124,278 - Other State Revenues - 3000-3999 Employee Benefits \$34,605 - LCFF - 4000-4999 Books and Supplies</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Supplemental teachers to reduce class sizes</p> | <p>\$448,674 - LCFF - 1000-1999 Certificated Salaries - Supplemental Teachers (7.6) \$112,168 - LCFF - 3000-3999 Employee Benefits - Supplemental Teachers (7.6)</p> | <p>\$434,256 - LCFF - 1000-1999 Certificated Salaries \$108,564 - LCFF - 3000-3999 Employee Benefits</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Special education teachers</p> | <p>\$29,650 - Other Federal Funds - 3000-3999 Employee Benefits - Special Education Teachers (2)</p> <p>\$118,600 - Other Federal Funds - 1000-1999 Certificated Salaries - Special Education Teachers (2)</p> | <p>\$28,554 - Other Federal Funds - 3000-3999 Employee Benefits</p> <p>\$114,216</p> |

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Annual compliance review will be completed by the Chief Operations Officer and the Human Resources Manager. The PowerSchool Student Information System and Paycom Human Resources Information System software will be utilized to review assignment and credential compliance.</p> | <p>\$7,000 - LCFF - 2000-2999 Classified Salaries - HRM (25% of 40%)</p> <p>\$1,400 - LCFF - 3000-3999 Employee Benefits - COO, HRM (10%)</p> <p>\$4,000 - LCFF - 4000-4999 Books and Supplies - Goal 1, Action 1 (repeated expenditure)</p> | <p>\$7,513 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,878 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,350 - LCFF - 4000-4999 Books and Supplies</p> |

Action 5

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> | <p>\$184,000 - LCFF - 1000-1999 Certificated Salaries - 2 Aps</p> <p>\$46,000 - LCFF - 3000-3999 Employee Benefits - 2 Aps</p> | <p>\$191,652 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$47,913 - LCFF - 3000-3999 Employee Benefits</p> |

Location: All Schools

The Assistant Principals assist the Principal in all areas, focusing specifically on providing additional support to at-risk students.

Action 6

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Counselor assists with student scheduling and meets with all students to offer socio-emotional counseling, academic advising, and college preparation.</p> | <p>\$29,257 - LCFF - 1000-1999 Certificated Salaries - Basic Counselors (0.5) \$7,314 - LCFF - 3000-3999 Employee Benefits - Basic Counselors (0.5)</p> | <p>\$30,485 - LCFF - 1000-1999 Certificated Salaries \$7,621 - LCFF - 3000-3999 Employee Benefits</p> |

Action 7

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The supplemental Counselor(s) assist with all counseling duties for at-risk students.</p> | <p>\$87,771 - LCFF - 1000-1999 Certificated Salaries - Supplemental Counselors (1.5) \$21,943 - LCFF - 3000-3999 Employee Benefits - Supplemental Counselors (1.5)</p> | <p>\$84,849 - LCFF - 1000-1999 Certificated Salaries \$21,212 - LCFF - 3000-3999 Employee Benefits</p> |

Action 8

| Planned | Budgeted | Actual |
|---------|----------|--------|
|---------|----------|--------|

| Actions/Services | Expenditures | Expenditures |
|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Parent Liaison engages parents in a series of relevant and interesting workshops related to their child's success.</p> | <p>\$38,292 - LCFF - 2000-2999 Classified Salaries - Parent Liaison \$7,658 - LCFF - 3000-3999 Employee Benefits - Parent Liaison</p> | <p>\$30,586 - LCFF - 2000-2999 Classified Salaries \$6,117 - LCFF - 3000-3999 Employee Benefits</p> |

Action 9

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Technology Coordinator assists the Principal with maintenance and inventory of all school equipment and materials.</p> | <p>\$38,292 - LCFF - 2000-2999 Classified Salaries - Tech Coord \$7,658 - LCFF - 3000-3999 Employee Benefits - Tech Coord</p> | <p>\$36,073 - LCFF - 2000-2999 Classified Salaries \$7,215 - LCFF - 3000-3999 Employee Benefits</p> |

Action 10

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> | <p>\$40,000 - LCFF - 2000-2999 Classified Salaries - Custodian \$8,000 - LCFF - 3000-3999 Employee Benefits - Custodian \$2,000 - LCFF - 4000-4999 Books and Supplies - Custodial Supplies \$266,306 - LCFF - 5000-5999 Services</p> | <p>\$31,388 - Teacher Effectiveness - 2000-2999 Classified Salaries \$6,278 - LCFF - 3000-3999 Employee Benefits \$2,113 - LCFF - 4000-4999 Books and Supplies \$238,086 - LCFF - 5000-5999 Services</p> |

Ongoing maintenance and repair, with appropriate investment in facilities improvements (Plant Manager, Custodians)

and Other Operating Expenses - 5500+5610+5630

and Other Operating Expenses

Action 11

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Additional clerical to assist with attendance reporting and tracking at-risk students (Office Assistant 2.5 FTE)</p> | <p>\$76,584 - LCFF - 2000-2999 Classified Salaries - Supplemental Clerical (2.5) \$15,317 - LCFF - 3000-3999 Employee Benefits - Supplemental Clerical (2.5)</p> | <p>\$73,110 - LCFF - 2000-2999 Classified Salaries \$14,622 - LCFF - 3000-3999 Employee Benefits</p> |

Action 12

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Aides provide during and after-school support and tutoring for students in need of intervention</p> | <p>\$177,780 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Title I Aides (7) \$35,556 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Title I Aides (7) \$94,758 - LCFF - 2000-2999 Classified Salaries - Additional Aides (2) \$18,952 - LCFF - 3000-3999 Employee Benefits - Additional Aides (2)</p> | <p>\$202,452 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$40,490 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$58,677 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$11,735 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p> |

Action 13

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

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

Students to be Served: All

Location: All Schools

Monitor student attendance and prepare daily reports of absent students, monthly reports of chronically absent students, and notifications as needed for truant students (School Operations Manager, Office Assistant)

\$76,584 - LCFF - 2000-2999 Classified Salaries - Basic Clerical
 \$15,317 - LCFF - 3000-3999 Employee Benefits - Basic Clerical
 \$28,020 - LCFF - 4000-4999 Books and Supplies - Office Supplies
 \$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Goal 1, Action 1 (repeated expenditure)

\$74,214 - LCFF - 2000-2999 Classified Salaries
 \$14,843 - LCFF - 3000-3999 Employee Benefits
 \$20,937 - LCFF - 4000-4999 Books and Supplies
 \$2,350 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 14

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---------------------|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional Development in Restorative Justice; development of alternatives to suspension (consultant).</p> | <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> | <p>\$0</p> |

Goal Analysis

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

STEM Prep Schools continued to provide instruction to students through the closures using a Distance Learning model. We offered synchronous and asynchronous learning for students 5 days a week. Synchronous learning included whole class and small group sessions facilitated by the classroom teacher. During asynchronous learning, students worked on independent practice and received support through video tutorials, guided notes, model cards, and other resources. In the STEM Prep Distance Learning model, all students continued to receive instruction and support in all courses they were enrolled in prior to closure. Students used platforms like Google Classroom, Zearn, and ClassDojo to access and submit assignments. Assignments were submitted on Fridays. Services were provided to students with disabilities through push in during synchronous sessions and pull out Zoom sessions. Additionally, teachers continued to accommodate and differentiate work for students with disabilities, students designated as EL, and other struggling learners.

Counseling services were provided to any students in need through our school counselors, DIS counselor, and school psychologist. At our elementary school, community meetings were held 2 times a week to support SEL and at our middle and high school SEL continued to be embedded

into all classes.

STEM Prep Schools was committed to holding students harmless during closures and therefore grades for students could only go up from the grade at closure. All students were assigned a Distance Learning Mentor who worked with them and their families to provide 1:1 support in accessing the resources and creating flexible schedules so that all students were successful. Finally, laptops and hotspots were provided to any family in need of technology and technology support is available for families during school hours.

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

As indicated by the actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, CPA has some additional work to do to achieve this goal. The school is doing very well in keeping the suspension rates low and parent participation high. The facility is in good repair and students are provided with sufficient materials. Parents and students are very highly satisfied with the school, but though staff satisfaction lags. The school has also not yet met its targets for the number of students matriculating to its sister high school, Math and Science College Prep, or for teacher misassignments, although marked progress was made in both of these areas over the past year.

Goal 2

Crown Prep will exemplify the core value of STEM thinking.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

| Expected | | Actual |
|---|---------------------------------------|--|
| CAASPP English Proficiency | 2019-20 Outperform district | 42% of students Met or Exceeded CAASPP English Proficiency |
| CAASPP Math Proficiency | 2019-20 Outperform district | 24% of Students Met or Exceeded Math Proficiency |
| Project Lead the Way Enrollment | 2019-20 100% | 100% |
| Implementation of State Academic Standards | 2019-20 Met | Met |

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|------------------------|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications. Provide or obtain training for certificated staff on Next Generation Science Standards implementation strategies for the Sciences.</p> | <p>\$24,133 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional Development</p> | <p>\$0</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.</p> | <p>\$112,000 - LCFF - 1000-1999 Certificated Salaries - Goal 1, Action 1 Principal (repeated expenditure)</p> | <p>\$110,130 - LCFF - 1000-1999 Certificated Salaries</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure students are prepared to take the CCSS state tests using CCSS-aligned formative assessments (Illuminate software).</p> | <p>\$7,750 - LCFF - 4000-4999 Books and Supplies - Goal 1, Action 1 Illuminate (repeated expenditure)</p> | <p>\$3,379 - LCFF - 4000-4999 Books and Supplies</p> |

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Aides provide during and after-school support and tutoring for students in need of intervention.</p> | <p>\$177,780 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Goal 1, Action 12 Title I Aides (7) (repeated expenditure)</p> | <p>\$202,452 - Federal Revenues - Title I - 2000-2999 Classified Salaries (repeated expenditure)</p> |

Action 5

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|------------------------|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> | <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Training for Counselors</p> | <p>\$0</p> |

Scope of Service: LEA-wide
 Location: All Schools
 Provide professional development for counselors to work with at-risk students.

Action 6

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Provide students with 1:1 tablet or laptop computers</p> | <p>\$14,434 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - Chromebooks</p> | <p>\$35,000 - Federal Revenues - Title IV - 4000-4999 Books and Supplies</p> |

Goal Analysis

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

STEM Prep Schools used platforms such as Zoom and Google Hangouts to meet with students virtually and Google Classroom and ClassDojo to post assignments and messages. Teachers used the adopted curriculum (Core Knowledge Language Arts; Springboard; Eureka Math; Project Lead the Way; Amplify Science), in addition to online resources such as Khan Academy. Additional online tools that teachers made use of regularly were Edulastic, Zearn, Padlet, Actively Learn, and Nearpod. Distance Learning Mentors (DLM) supported families in accessing technology by surveying parent needs and providing the needed support. Technology support was continuously made available to families by DLM and the IT department.

Teachers were supported through weekly planning meetings with their instructional coach, 2 organization-wide pupil free professional development days, and weekly site level professional development.

Laptops and hotspots were provided to any family in need of the technology. All students were assigned a Distance Learning Mentor (DLM). The DLM reached out to each family at the start of Distance Learning to help get students set up for success. They continued to monitor students' success by communicating regularly with families regarding attendance and work completion. When students had any issues (instructional support, technology needs, scheduling conflicts, etc.), the DLM provided or found the needed assistance.

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

As indicated by the actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, CPA has achieved significant

success in the work to achieve this goal. While the school has fully implemented the Common Core state standards and has improved from 2018-19 performance, student Math and English proficiency as measured by the CA Assessment of Student Progress and Performance is still below the stated goals.

Goal 3

Crown Prep will exemplify the core value of Agents of Change.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|---|---------------------------|
| Number of community partnerships | 2019-20 10 | 10 |
| Operating budget | 2019-20 Positive Net Income Cash Reserve: 5% | \$134,974 22% |
| Participation in STEM camps | 2019-20 0 | 0 |
| Teacher Proficiency as measured on end of year evaluation (percentage score at least 3 out of 4) | 2019-20 75% | N/A |
| Students on waitlist on first Wednesday in October | 2019-20 100 | 126 |
| English Learner Progress | 2019-20 60% on EL Progress Indicator | 51% EL Progress Indicator |

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to implement an ELD program in accordance with the EL Master Plan and charter petition, including providing teacher professional development, review of programs and materials for English learners, and systems to monitor progress of EL students.</p> | <p>\$3,000 - LCFF - 4000-4999 Books and Supplies - Goal 1, Action 1 Rosetta Stone (repeated expenditure)</p> <p>\$11,490 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - ELD Teacher (portion)</p> | <p>\$13,963 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|------------------------|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Removed</p> | <p>\$0 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses</p> | <p>\$0</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> | <p>\$48,000 - LCFF - 2000-2999 Classified Salaries - COO (40%)</p> | <p>\$49,822 - LCFF - 2000-2999 Classified Salaries</p> |

| | | |
|---|---|--|
| Students to be Served: All Location: All Schools Implementation of board-approved fiscal policies, monthly financial reporting, and annual budget development (COO, ExED) | \$9,600 - LCFF - 3000-3999 Employee Benefits - COO (40%) \$94,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Accounting Services, ExED (40%) | \$9,964 - LCFF - 3000-3999 Employee Benefits \$105,002 - LCFF - 5000-5999 Services and Other Operating Expenses |
|---|---|--|

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Three times annually observations, coaching, and evaluation of all teachers (Principal, Assistant Principal, Instructional Coaches, Chief Academic Officer, Directors).</p> | <p>\$230,000 - LCFF - 1000-1999 Certificated Salaries - CAO, Directors (40%) \$46,000 - LCFF - 3000-3999 Employee Benefits - CAO, Directors (40%)</p> | <p>\$177,059 - LCFF - 1000-1999 Certificated Salaries \$35,412 - LCFF - 3000-3999 Employee Benefits</p> |

Goal Analysis

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

During Distance Learning, Designated ELD instruction was provided in the form of synchronous and asynchronous sessions with an appropriately credentialed teacher. At the elementary school, the intervention teacher provided ELD practice and synchronous sessions for EL students. At the middle and high school, the ELD teacher held sessions for EL students, provided ELD practice, and worked closely with the core ELA teacher in identifying target ELD standards to reinforce in their own classes. They then co-planned with these teachers to design lessons and resources. At all schools, teachers continued to accommodate and differentiate work for EL students.

Students enrolled in intervention (math and/or reading) continued to receive instruction and support throughout Distance Learning. They participated in synchronous and asynchronous sessions with their intervention teacher. Additionally, all students who needed additional support at our elementary school were able to work with our after school tutors in the early evening. At our middle school and high school, all teachers held office hours and small group sessions throughout the week.

While all extra-curricular activities, including sports and field trips, were canceled during closure, STEM Prep was able to host its annual STEM competition virtually, as well as promotion/graduation/award ceremonies.

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

As indicated by the actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, CPA is achieving this goal. The

school's budget is extremely strong and it has forged partnerships with a dozen community groups. One area for growth is English Learner Progress.

Expenditure Summary

| Expenditures by Budget Category | | |
|---|-----------------------------|---------------------------------------|
| Budget Category | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Budget Categories | \$3,862,194 | \$3,456,276 |
| 1000-1999 Certificated Salaries | 2,109,292 | 1,933,769 |
| 2000-2999 Classified Salaries | 597,290 | 505,158 |
| 3000-3999 Employee Benefits | 632,408 | 573,527 |
| 4000-4999 Books and Supplies | 128,765 | 98,384 |
| 5000-5999 Services and Other Operating Expenses | 394,439 | 345,438 |

| Expenditures by Funding Source | | |
|--|-----------------------------|---------------------------------------|
| Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Funding Sources | \$3,862,194 | \$3,456,276 |
| Teacher Effectiveness | 0 | 31,388 |
| Federal Revenues - Title I | 213,336 | 242,942 |
| Federal Revenues - Title II | 24,133 | 0 |
| Federal Revenues - Title III | 11,490 | 13,963 |
| Federal Revenues - Title IV | 14,434 | 35,000 |
| Other Federal Funds | 148,250 | 28,554 |
| Other State Revenues | 645,976 | 621,391 |
| Other Local Revenues | 0 | 0 |
| LCFF Base/Not Contributing to Increased or Improved Services | 1,596,508 | 1,316,739 |
| LCFF S & C/Contributing to Increased or Improved Services | 1,208,067 | 1,166,299 |

Expenditures by Budget Category and Funding Source

| Budget Category | Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
|---|--|-----------------------------|---------------------------------------|
| All Budget Categories | All Funding Sources | \$3,862,194 | \$3,456,276 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title III | 11,490 | 13,963 |
| 1000-1999 Certificated Salaries | Other Federal Funds | 118,600 | 0 |
| 1000-1999 Certificated Salaries | Other State Revenues | 516,781 | 497,113 |
| 1000-1999 Certificated Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 741,976 | 601,806 |
| 1000-1999 Certificated Salaries | LCFF S & C/Contributing to Increased or Improved Services | 720,445 | 820,887 |
| 2000-2999 Classified Salaries | Teacher Effectiveness | 0 | 31,388 |
| 2000-2999 Classified Salaries | Federal Revenues - Title I | 177,780 | 202,452 |
| 2000-2999 Classified Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 171,584 | 131,549 |
| 2000-2999 Classified Salaries | LCFF S & C/Contributing to Increased or Improved Services | 247,926 | 139,769 |
| 3000-3999 Employee Benefits | Federal Revenues - Title I | 35,556 | 40,490 |
| 3000-3999 Employee Benefits | Other Federal Funds | 29,650 | 28,554 |
| 3000-3999 Employee Benefits | Other State Revenues | 129,195 | 124,278 |
| 3000-3999 Employee Benefits | LCFF Base/Not Contributing to Increased or Improved Services | 208,311 | 174,562 |
| 3000-3999 Employee Benefits | LCFF S & C/Contributing to Increased or Improved Services | 229,696 | 205,643 |
| 4000-4999 Books and Supplies | Federal Revenues - Title IV | 14,434 | 35,000 |
| 4000-4999 Books and Supplies | LCFF Base/Not Contributing to Increased or Improved Services | 114,331 | 63,384 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title II | 24,133 | 0 |
| 5000-5999 Services and Other Operating Expenses | Other Local Revenues | 0 | 0 |

| | | | |
|---|--|---------|---------|
| 5000-5999 Services and Other Operating Expenses | LCFF Base/Not Contributing to Increased or Improved Services | 360,306 | 345,438 |
| 5000-5999 Services and Other Operating Expenses | LCFF S & C/Contributing to Increased or Improved Services | 10,000 | 0 |

| Annual Update Expenditures by Goal and Funding Source | | | |
|--|--|-----------------------------|---------------------------------------|
| Funding Source | | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| Goal 1: Crown Prep will exemplify the core value of Family. | | | |
| All Funding Sources | | \$3,379,537 | \$2,916,545 |
| Teacher Effectiveness | | 0 | 31,388 |
| Federal Revenues - Title I | | 213,336 | 242,942 |
| Other Federal Funds | | 148,250 | 28,554 |
| Other State Revenues | | 645,976 | 621,391 |
| LCFF Base/Not Contributing to Increased or Improved Services | | 1,168,908 | 936,101 |
| LCFF S & C/Contributing to Increased or Improved Services | | 1,203,067 | 1,056,169 |
| Goal 2: Crown Prep will exemplify the core value of STEM thinking. | | | |
| All Funding Sources | | \$43,567 | \$148,509 |
| Federal Revenues - Title II | | 24,133 | 0 |
| Federal Revenues - Title IV | | 14,434 | 35,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | | 0 | 3,379 |
| LCFF S & C/Contributing to Increased or Improved Services | | 5,000 | 110,130 |
| Goal 3: Crown Prep will exemplify the core value of Agents of Change. | | | |
| All Funding Sources | | \$439,090 | \$391,222 |
| Federal Revenues - Title III | | 11,490 | 13,963 |

| | | |
|--|---------|---------|
| Other Local Revenues | 0 | 0 |
| LCFF Base/Not Contributing to Increased or Improved Services | 427,600 | 377,259 |

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CPA 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).

I. In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Salary and Benefits - Teachers | \$1,925,014 | \$1,863,667 | Y |
| Salary and Benefits - Pupil Support (Counselors and Service Providers) | \$212,256 | \$263,198 | Y |
| Salary and Benefits - Facilities Manager and Custodians | \$36,691 | \$37,792 | N |
| Salary and Benefits - School Operations Manager | \$69,888 | \$64,896 | N |
| Salary and Benefits - Administrators | \$376,740 | \$386,562 | Y |
| Salary and Benefits - Restorative Justice Coordinator | \$77,112 | \$82,735 | Y |
| Home Office Support | \$812,778 | \$829,796 | N |
| General supplies to support instructional program | \$51,700 | \$48,212 | N |
| Access to safe facilities, personal protective equipment and facility maintenance using cleaning and disinfecting protocols that follow state and local health and safety protocols. | \$260,293 | \$272,095 | N |

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

Overall estimated actual expenditures closely aligned with the planned actions and budgets. The greatest variance from the budgeted expenditures was a 24% increase in the amount spent towards pupil support which included counselors and other certificated pupil support. The reason for this increase was parent, staff, and student feedback which indicated a need for additional pupil support.

Analysis of In-Person Instructional Offerings

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

Students were offered small group support if they were struggling in their classes or would benefit from in-person services. Once CDC and LADPH guidance enabled our school to bring students back on campus, we began offering hybrid learning opportunities for all students. Every 5 weeks, families, students, and staff were all surveyed about their thoughts on how distance learning was going and concerns they had about returning to the classroom. For those students receiving in-person instruction, when asked “How satisfied are you with your student’s return to in-person learning so far?” 86.1% of families stated that they were satisfied. 100% of CPA teachers agreed with the statement “Given the challenges of distance learning/hybrid learning, the learning environment that I have created for my students is allowing them to thrive.” When parents of students attending in-person sessions were asked “How safe do you feel that the school environment is?” 95% shared that they feel safe. Overall students were very excited to be back on campus. Currently approximately 30% of students are attending some instruction in-person.

The LEA has developed a systematic cycle of assessments, including initial screenings and formative and summative assessments to identify students who have experienced significant learning loss due to the school closures in 2019-20 or are at a greater risk of experiencing learning loss due to the impacts of COVID-19 and ongoing distance learning. The health and safety protocols that have most impacted instruction are: the need to simultaneously support students participating in both the Distance Learning only and the at-school models (very challenging for teachers) and the social distancing requirement forcing teachers to do things differently instructionally.

The LEA followed comprehensive plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including the following considerations:

- Campus access: all staff, students, and visitors to campus complete health symptom screening before entering buildings. This screening includes questions about symptoms the person is experiencing and contact with other individuals diagnosed with or presumed to have COVID-19 as well as measurement of each person’s body temperature. Individuals who do not pass screening will not be permitted to remain on campus and will remain in isolation until they can safely be sent home.
- Hygiene practices: frequent hand washing is promoted among all students and staff members, and hand sanitizer is provided to all individuals in all classrooms and offices. All air filters in the building have been upgraded to MERV-13 per industry recommendations.

- Protective equipment: all individuals entering campus wear a face mask at all times. The LEA has made face masks available to all students and staff members. The LEA also provides additional protective equipment to staff and students as needed, including face shields, gloves, and plastic dividers.
- Physical distancing: the LEA requires all individuals on campus to maintain 6 feet of physical distancing from others at all times. The number of students on campus and in each classroom were reduced to meet current physical distancing requirements. Additional efforts to enforce physical distancing include markings on the ground, signage in English and Spanish, one-way hallways and stairwells (where applicable), and staff members stationed in hallways and common areas.
- Cleaning and disinfecting: LEA staff clean and disinfect bathrooms and common areas, as well as high touch surfaces, three times per day, and each classroom and office once a day utilizing EPA-approved disinfectant.

II. Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Teachers (repeated from In-Person Instruction) | \$1,925,014 | \$1,863,667 | Y |
| Pupil Support (Counselors and Service Providers) (repeated from In-Person Instruction) | \$212,256 | \$263,198 | Y |
| Facilities Manager and Custodians (repeated from In-Person Instruction) | \$36,691 | \$37,792 | N |
| School Operations Manager (repeated from In-Person Instruction) | \$69,888 | \$64,896 | N |
| Administrators (repeated from In-Person Instruction) | \$376,740 | \$386,562 | Y |
| Restorative Justice Coordinator (repeated from In-Person Instruction) | \$77,112 | \$82,735 | Y |
| Home Office Support (repeated from In-Person Instruction) | \$812,778 | \$829,796 | N |
| General supplies to support instructional program (repeated from In-Person Instruction) | \$51,700 | \$48,212 | N |

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

Overall estimated actual expenditures closely aligned with the planned actions and budgets. The greatest variance from the budgeted expenditures was a 24% increase in the amount paid towards pupil support which included counselors and other certificated pupil support. The reason for this increase was parent, staff, and student feedback which indicated a need for additional pupil support.

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.

During the SSC meeting, parents expressed that they would like to see distance learning options remain available for those students who are doing well. They also requested additional data at the end of the year to analyze how distance learning and in-person learning compare. Student enrollment has remained high at 103% of budgeted total enrollment. The school achieved 89% synchronous attendance rate. When parents were asked “How satisfied are you with your student’s distance learning experience right now?” 87.2% indicated that they are satisfied. Among the reasons for this high satisfaction, parents listed health/safety concerns about returning to in-person instruction, work schedules that would make transportation a challenge, teachers doing a great job, and a general preference for distance learning.

STEM Prep Schools developed a 5 week instructional model implementation cycle, where we collect data 3 weeks into every cycle and assess the current instructional model and possibilities of switching to a new model or refining the current model. We use the remaining 2 weeks within the cycle to communicate any shifts to stakeholders regarding potential shifts and prepare them to implement changes to the model.

STEM Prep Schools started the school year with full Distance Learning (DL). In the DL model, students attend school daily for synchronous and asynchronous sessions. Instruction is provided for at least 240 minutes daily for students in grades 4 - 12.

During DL, students continue to be exposed to grade level and rigorous content and curriculum. We continued to use the adopted curriculum, but also made use of online tools to deliver the material. These tools include Google Classroom, SeeSaw, and Zearn. Teachers meet with students virtually using Zoom, ensuring that all safety features are enabled. In order to make learning more interactive and allow teachers to collect ongoing formative assessments, teachers use online learning tools such as PearDeck, Padlet, Actively Learn, Google Docs and Forms, and Nearpod.

Teachers receive ongoing training and support in tech tools, as well as how to successfully implement the STEM Prep Inquiry Based Lesson Cycle. Essential criteria of the STEM Prep Inquiry Based Lesson Cycle, includes collecting and using formative assessments (real-time and planning for future lessons); engaging students in academic discourse and collaboration; using Essential Questions to spark curiosity in students and make learning relevant; and selecting and implementing engaging and rigorous text/resources. STEM Prep Schools has created Tip Sheets for teachers to support them in implementing these strategies in a virtual setting. Teachers will also receive ongoing Distance Learning lesson planning support through our coaching cycle (observe ---> reflect ----> debrief and plan). Finally, all teachers will receive training and coaching on how to effectively

differentiate their curriculum and lessons in order to make virtual learning accessible for all students, including students with disabilities and students designated as EL.

III. Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Assessments to measure pupil learning status | \$9,786 | \$4,054 | N |
| Implement standards-aligned curricula in all content areas that is accessible to students both in-person and during distance learning | \$42,442 | \$51,028 | N |
| Professional development in learning loss mitigation strategies | \$18,090 | \$37,290 | N |
| Instructional Aides provide 1:1 or small group daily sessions for students needing additional support | \$206,008 | \$205,884 | Y |
| Office Assistants and Campus Aides review student attendance and participation in every class and contact families daily to increase participation. | \$185,388 | \$208,945 | Y |
| Supplies for students at risk of learning loss | \$7,350 | \$7,350 | N |
| Technology for teachers to implement learning loss strategies and for students at risk of learning loss | \$191,255 | \$119,179 | N |

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

Variances in budget were based on feedback from stakeholders and changes in student needs as the year progressed. Greatest increases above budgeted amounts were additional investments in professional development in learning loss mitigation strategies, additional office support for tracking and increasing student attendance, and standards-aligned curricula that would enhance learning of our students. Conversely, the estimated actual expenditure for assessments was not as high as originally anticipated.

Analysis of Pupil Learning Loss

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

The LEA took the following actions to address Pupil Learning Loss to date:

- Weekly small group instruction for students at risk of falling behind
- Modified pacing guides and scope and sequence across subject areas to support students and close gaps
- Collaborated on ways to restructure lesson design to support students who are displaying learning loss
- Partnered with Think Together for additional after school tutoring support

As of May 2021, 39.2% of students are receiving As or Bs in their courses which indicates a need for the LEA to do additional reflection and restructuring of scope and sequence. Additionally, hiring of additional Instructional Aides to provide small group support is planned.

IV. 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.

School counselors provide support through lessons, activities, and individual sessions, collect data through surveys, and refer students to counseling or therapy to on-campus clinical counselor and community resources. The LEA also made social-emotional check-ins and relationship building part of all students' daily schedule through Morning Meeting and Mentorship. Looking forward, the LEA will utilize the DESSA suite of SEL assessments to build a measurable and actionable social and emotional learning (SEL) program with reliable assessment. The DESSA is an empirical, standardized social and emotional competence (SEC) assessment with editions that support students K-12. It provides a common lens and language for crafting an SEL program that involves educators, parents, and students.

V. 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.

We value the voices of all of our stakeholders and sought the input of parents/family members, students, teachers, staff, and our governing board in the development of plans for both distance learning and a safe return to in-person instruction. This year our staff, students, and families all grew in our skills and knowledge of online tools to facilitate pupil and family engagement. For example, our families were taught how to use the Zoom platform to attend various engagement activities and meetings. While there was a learning curve for us all, we are enthusiastic about the potential for increased engagement into the future for those whose schedules do not make attending school events as feasible. For those students and families that we were unable to connect with, members of our staff made home visits to disseminate information about accessing classes and brought along chromebooks and hotspots in case connectivity was a challenge.

Some of the ways that the LEA was able to maintain pupil and family engagement and outreach include:

- SSC Meetings
- ELAC Meetings
- Coffee with the Principal Meetings
- Monthly Newsletters
- Family STEM events
- Parent clinics/workshops
- Parent Conferences

Efforts towards pupil and family engagement have resulted in the high 95.02% overall student attendance rate.

VI. Analysis of School Nutrition

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

The LEA has continued to offer grab-and-go breakfasts and lunches free of charge each school day to all students (and to all children in the community, as long as the USDA waivers permit). The grab-and-go program has served a total of 100,018 meals since last March and provides meals for on average 200 families each week. Now that small group in-person instruction has resumed, the LEA has begun to provide breakfast and lunch to all students attending in-person instruction while continuing the grab-and-go meal service for those continuing distance learning.

VII. Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|------------------|---------------|----------------------|-------------------------------|--------------|
| School Nutrition | Student meals | \$225,716 | \$5,000 | N |

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

Crown Prep Academy partnered with STEM Prep Elementary to provide meals for the majority of the school year. Beginning in mid-April, Crown Prep Academy began on-campus instruction, resulting in the estimated \$5,000 expenditure.

VIII. 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.

Many aspects of the plans set in place for health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families are likely to endure. Top of the lessons learned are ways to monitor and support mental health and social-emotional well-being of our students (See section IV for details).

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

Student attendance will continue to be tracked on a daily basis. Teachers will take attendance for every synchronous session using the Student Information System (PowerSchool). We will also utilize curriculum and Google Classroom or SeeSaw reporting features to determine if students are engaging with the curriculum and submitting assignments/assessments. Teachers will create and post assignments for students to complete as part of the asynchronous learning. Teachers will certify the time value of all assignments. The total amount of time required for students to participate in synchronous and asynchronous sessions will meet or exceed the required daily instructional minutes. The LEA will prepare a weekly engagement record documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

The 2021-24 LCAP measurable outcomes will be tracking student academic performance in English and Mathematics as a whole and by the following subgroups: African American, English Learners, and Students with Disabilities. The source for these progress indicators will be based on the CA School Dashboard. In the absence of CAASPP scores, the LEA will use NWEA test performance. Additionally, student chronic absenteeism and English Learner Progress rates will be among our tracked measurable outcomes. These measures will be benchmarked against the state.

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

N/A

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

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

In the most recent CA School Dashboard, the LEA received a Yellow rating in Math and English. We believe that by concentrating efforts on our Students with Disabilities and African American Students we will be able to make significant progress towards the goal of achieving a Green rating in CA School Dashboard English and Math performance indicators by 2024.

There appears to be a gap between satisfaction and retention rates for both staff and students. We see growing parent satisfaction and growing student satisfaction rates. Staff satisfaction rates have continued to increase as well, though we will need to continue monitoring teacher retention. Growth seen in English Learner performance is promising and will remain a focus through the 23-24 LCAP. Additionally, in order to have opportunities to address pupil learning loss, attendance will remain critical. Chronic absenteeism will continue to be tracked within the 21-24 LCAP measurable outcomes.

Our Goals for the 2021-24 LCAP will be:

1. Maintenance Goal: Maintain all measurable outcomes that are already meeting our goals.

Maintain all measurable outcomes that are already meeting our goals in service of our commitment to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance.

2. Academic Performance: Achieve Green rating in CA School Dashboard English and Math performance indicators by 2024.

In the most recent CA School Dashboard, the LEA received a Yellow rating in Math and English. We believe that by concentrating efforts on our Students with Disabilities and African American Students we will be able to make significant progress towards this goal.

3. Equity: Achieve an equal or better performance rating in Chronic Absenteeism and Suspension rates for our African American students.

Our school received a Red rating in both of these indicators on the 2019 CA School Dashboard.

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 |
|-------------------------------------|------------------------|--------------------------------|
| Crown Preparatory Academy | Emilio Pack CEO | epack@stem-prep.org 3237950695 |

Plan Summary 2021-2022

General Information

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

STEM Preparatory Schools, Inc. (STEM Prep) is working to close the pervasive racial and gender gaps in science, technology, engineering, and math (STEM) by preparing a highly-qualified, diverse student population in STEM subjects, better enabling our students to achieve success in high-demand, high-income, high-impact careers by ensuring not only college acceptance, but also college retention, graduation, and job placement.

We operate a pipeline of 3 schools serving grades TK through 12th in the densely populated residential urban neighborhoods of Jefferson Park and West Adams located in South Los Angeles. Our families are disproportionately lower income and have attained less education than the general population of the City of Los Angeles. Approximately 13% of our students qualify for special education services and 93% for free or price reduced lunch, a proxy for student poverty. Most of our students will be the first in their families to graduate from college. Our student population is 87% Latino/Hispanic and 10% African American.

STEM Prep Schools is comprised of STEM Preparatory Elementary School (SPES), Crown Preparatory Academy (CPA) middle school and Math and Science College Preparatory (MSCP) high school. STEM Preparatory Elementary School opened in 2018 and serves grades TK-5.

Reflections: Successes

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

Crown Preparatory Academy (CPA) has achieved strong rates of English Learner Progress (51%). This is attributed to updates to the STEM Prep EL Master Plan and redesign our Designated ELD program to better support our At-Risk and Long Term ELs within the ELA classroom.

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.

The CA School Dashboard indicates a need for growth specifically in academic performance and equity for African American students in terms of Chronic Absenteeism and suspension rates. In the most recent CA School Dashboard, the LEA received a Yellow rating in Math and English. CPA believes that concentrating efforts on our Students with Disabilities and African American Students will lead to significant progress in these areas over the next 3 years.

LCAP Highlights

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

STEM Prep and CPA have developed and articulated core values that drive the organization and its schools. The three value-aligned goals that guide our decision making are:

1. We are a family: We build our legacy by caring for, learning from, and supporting each other.
2. We are agents of change: We disrupt the status quo by being daring, reflective, resourceful, and resilient.
3. We are STEM thinkers: We solve problems through collaboration, innovation, passion, and perseverance.

Through the analysis of multiple measures of data including the CA School Dashboards and the required LCAP metrics, CPA's action plan includes the following categories:

1. Maintain all measurable outcomes that are already meeting our goals in service of our commitment to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities.
2. Academic Performance: Achieve Green rating in CA School Dashboard English and Math performance indicators.
3. Equity: Achieve an equal or better performance rating in Chronic Absenteeism and Suspension rates for our African American students.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

In developing this Local Control and Accountability Plan, the LEA collected feedback from stakeholders regarding the specific actions and expenditures proposed to be included in the Plan by posting the draft plan and an opportunity to submit written comments on its website in English and in Spanish and presenting the draft Plan in Spanish and English to the School Site Council, which includes parents as well as staff members.

A public hearing was held on May 19, 2021 at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing on the school website with a message encouraging all to provide feedback. The agendas were also posted at each of our school sites and home office.

The LEA also collected feedback from families through a survey sent by text and email in English and Spanish to all families. The survey was sent out every 5 weeks to families, students and staff. The Survey covered the following topics and allowed for open-ended feedback:

- Thoughts on Coming Back to School
- Schedule Preferences
- Safety Concerns
- Preferred Method of Communication

Over the academic year multiple small group feedback sessions were held to gather feedback on plans from teachers and staff on instructional and operational considerations. Teachers were also surveyed daily for the first week of school so that our leadership team could be responsive and make timely necessary adjustments to our plans. These surveys continued on a weekly basis after the first week. Topics covered:

- Effectiveness of sessions on student learning
- Student engagement
- Barriers to learning
- Important context
- Suggestions for improvement

Once the LCAP Template became available and before presenting the plan to the STEM Prep governing board during public hearing on April 28th, the LEA presented the plan to the School Site Council for feedback. The opportunity for all to provide feedback during this meeting was promoted via school newsletter and parent meetings.

During the parent meeting parents were notified of their ability to view the plan in its entirety on the school's website. Written feedback was also encouraged through contact form.

A summary of the feedback provided by specific stakeholder groups.

The SSC expressed that they would like to see distance learning options remain available for those students who are doing well. They also requested additional data at the end of the year to analyze how distance learning and in-person learning compare. Student enrollment has remained high at 103% of budgeted total enrollment. The school achieved 89% synchronous attendance rate. When parents were asked "How satisfied are you with your student's distance learning experience right now?" 87.2% indicated that they are satisfied. Among the reasons for this high satisfaction, parents listed health/safety concerns about returning to in-person instruction, work schedules that would make transportation a challenge, teachers doing a great job, and a general preference for distance learning. Parents appreciated the small group support available to students at-risk for not meeting standards and would like those actions continue into the 2021-22 LCAP.

The STEM Prep Schools Governing Board requested additional information on the College/Career readiness accomplished to date and planned for the 2021-24 LCAP Term, particularly given our organization's mission. Additionally, the board emphasized the need to prioritize student mental health and social and emotional well-being to address ongoing impacts of the pandemic.

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

As highlighted by the SSC, there appears to be a gap between satisfaction and retention rates for both staff and students. We see growing parent satisfaction and growing student satisfaction rates. Staff satisfaction rates have continued to increase as well, though we will need to continue monitoring teacher retention. Growth seen in English Learner performance is promising and must remain a focus through the 23-24 LCAP. Additionally, in order to have opportunities to address pupil learning loss, attendance will remain critical. Chronic absenteeism will continue to be tracked within the 21-24 LCAP measurable outcomes.

In alignment with the STEM Prep Mission and the governing board's input, the academic performance of all students and each statistically significant subgroup will be tracked within the 21-24 LCAP measurable outcomes to push the school to close gaps. Achieving "green" ratings in academic progress indicators will set our students up for success in high school and their path to college and careers in STEM.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Maintenance Goal: Maintain all measurable outcomes that are already meeting our goals. |

An explanation of why the LEA has developed this goal.

Maintain all measurable outcomes that are already meeting our goals in service of our commitment to disrupting the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|---|----------------|----------------|----------------|---|
| CPA.1.1 Students have access to the standards-aligned instructional materials resources (% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home) | 0% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | | | | 0% Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home |

| | | | | | |
|--|--|--|--|--|--|
| CPA.1.2 Teacher Retention (within the organization) [% of teachers returning from prior year] | 77.8% for 2020-21 | | | | 85% of teachers returning from prior year |
| CPA.1.3 Implementation of state academic standard | Standard Met | | | | Standard Met |
| CPA.1.4 Access to Broad Course of Study | Standard Met | | | | Standard Met |
| CPA.1.5 PLTW Enrollment [% Enrollment as of first Wed. in Oct. in a PLTW Course] | 100% Enrollment as of first Wed. in Oct. in a PLTW Course | | | | 100% Enrollment as of first Wed. in Oct. in a PLTW Course |
| CPA.1.6 Parent Participation [% parents attended 1+ events] | 80% parents attended 1+ events | | | | 89% parents attended 1+ events |
| CPA.1.7 Parent Satisfaction [Parent Survey I am satisfied with the overall education being received by my child] | 90% "I am satisfied with the overall education being received by my child" | | | | 95% "I am satisfied with the overall education being received by my child" |
| CPA.1.8 Staff Satisfaction [Staff Survey I am satisfied with my job] | 79.5% "I am satisfied with my job" | | | | 80% "I am satisfied with my job" |
| CPA.1.9 Student Satisfaction [Average of all questions on student survey] | 90% Average Student Satisfaction | | | | 90% Average Student Satisfaction |
| CPA.1.10 Waitlist [# of students on waitlist as of March for next year] | 126 students on waitlist as of March for next year | | | | 100 students on waitlist as of March for next year |

| | | | | | |
|---|--|--|--|--|---|
| CPA.1.11 Student cohort (from the time they enroll) [% continuous enrollment 4 years] | 69.91% continuous enrollment 4 years | | | | 80% continuous enrollment 4 years |
| CPA.1.12 From SPES to CPA [% matriculating from SPES to CPA] | N/A | | | | 85% matriculating from SPES to CPA |
| CPA.1.13 From CPA to MSCP [% matriculating from CPA to MSCP] | 46.10% matriculating from CPA to MSCP | | | | 75% matriculating from CPA to MSCP |
| CPA.1.14 Teachers: Fully credentialed & appropriately assigned [% Teachers Fully credentialed & appropriately assigned] | 65% Teachers Fully credentialed & appropriately assigned | | | | 100% Teachers Fully credentialed & appropriately assigned |
| CPA.1.15 School Facilities in "Good Repair" [Clean, safe, and functional as determined by Facility Inspection Tool (FIT)] | Facilities in Good Repair | | | | Facilities in Good Repair |
| CPA.1.16 Middle school dropout rate [% Students drop out] | 0% Students drop out | | | | 0% Students drop out |
| CPA.1.17 Expulsion rate [% Expelled at least once] | 0% Expelled at least once | | | | 0% Expelled at least once |
| CPA.1.18 Student Attendance rate [Student Attendance rate] | 96% Student Attendance rate (in 2019-20) | | | | 95% Student Attendance rate |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|----------------|--------------|
| 1 | Principal | The School Principal ensures that the master calendar and student schedules make all academic areas available to all students, inclusive of all subgroups, and all grades; meets with at-risk students on a regular basis; develop individual improvement plans; ensures that each teacher is appropriately credentialed for their assignment; engages parents in a series of relevant and interesting workshops related to their child's success; ensures all students have appropriate, standards-aligned (including CCSS and the academic content and performance standards) textbooks/curriculum materials and technology. | \$144,742.00 | No |
| 2 | Basic Services | Personnel, curriculum, supplies, and services for all students to ensure maintenance of progress in all areas. | \$4,034,117.00 | No |
| 3 | Special Education Teachers | Special Education Teachers | \$234,750.00 | No |
| 4 | Additional Admin Support | Support implementation of alternatives to suspension; provide on-campus supervision Additional clerical to assist with attendance reporting and tracking at-risk students | \$256,769.00 | Yes |
| 5 | Project Lead the Way | CPA will increase students' college readiness for STEM programs by implementing the Project Lead the Way curriculum at all grade levels. | \$74,088.00 | Yes |

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

| Goal # | Description |
|--------|-------------|
|--------|-------------|

An explanation of why the LEA has developed this goal.

In the most recent CA School Dashboard, the LEA received a Yellow rating in Math and English. We believe that concentrating efforts on our Students with Disabilities and African American Students we will be able to make significant progress towards this goal.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|----------|----------------|----------------|----------------|---------------------------|
| CPA.2.1 English Performance [CA School Dashboard] | Yellow | | | | Green |
| CPA.2.2 CAASPP English: Subgroup Performance: African American | Yellow | | | | Green |
| CPA.2.3 CAASPP English: Subgroup Performance: EL | Yellow | | | | Green |
| CPA.2.4 CAASPP English: Subgroup Performance: SWD | Orange | | | | Green |
| CPA.2.5 Math Performance [CA School Dashboard] | Yellow | | | | Green |
| CPA.2.6 CAASPP Math: Subgroup Performance: African American | Red | | | | Green |
| CPA.2.7 CAASPP Math: Subgroup Performance: EL | Yellow | | | | Green |
| CPA.2.8 CAASPP Math: Subgroup Performance: SWD | Orange | | | | Green |

| | | | | | |
|---|----------------|--|--|--|----------------|
| CPA.2.9 English Learner Progress | Above State | | | | Above State |
| CPA.2.10 Reclassified English Learners ELA Performance | Below Standard | | | | Above Standard |
| CPA.2.11 Reclassified English Learners Math Performance | Below Standard | | | | Above Standard |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|--------------|--------------|
| 1 | Supplemental Teachers | Additional teachers to reduce class size and provide improved services to unduplicated students | \$795,067.00 | Yes |
| 2 | Instructional Aides | Instructional Aides provide during and after-school support and tutoring for students in need of intervention | \$499,737.00 | Yes |
| 3 | Supplemental Administrators | The Assistant Principal and Site Coordinator assist the Principal in all areas, focusing specifically on providing additional support to at-risk students. | \$153,404.00 | Yes |

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

| Goal # | Description |
|--------|--|
| 3 | Equity: Achieve an equal or better performance rating in Chronic Absenteeism and Suspension rates for our African American students. |

An explanation of why the LEA has developed this goal.

Our school received a Red rating in both of these indicators on the 2019 CA School Dashboard.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|----------|----------------|----------------|----------------|---------------------------|
| CPA.3.1 Chronic Absenteeism [CA School Dashboard] | Red | | | | Green |
| CPA.3.2 Suspension rate [CA School Dashboard] | Orange | | | | Green |
| CPA.3.3 Subgroup suspension rate: African American | Red | | | | Green |
| CPA.3.4 Subgroup suspension rate: English Learners | Green | | | | Green |
| CPA.3.5 Subgroup suspension rate: Students w/ Disabilities | Green | | | | Green |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|--------------|--------------|
| 1 | Supplemental Counselors | The supplemental Counselor(s) assist with all counseling duties for at-risk students. | \$124,692.00 | Yes |
| 2 | Restorative Justice Program | Implement alternatives to suspension; reduce suspension rate; conduct home visits of chronically absent students | \$85,470.00 | Yes |

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 34.3% | \$1,168,653.00 |

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

Required Descriptions

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

All services are being provided on an LEA-wide basis as over 90% of CPA's population is unduplicated pupils.

The assistant principals, additional counselors, and additional clerical and classified support staff are able to focus their attention on low income students, English learners, and foster youth.

The reduced class sizes afforded by additional teachers benefit all students.

The teacher assistants provide targeted support to students at risk of not meeting challenging State standards and English Learners.

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

The Los Angeles Unified School District Board-approved minimum staffing levels for a middle school with 432 students is as follows:

- 1 Principal
- 0 Asst. Principal(s)
- 0.5 Counselor(s)
- 15 Teacher(s)
- 2 Clerical FTE
- 0 Other Classified Staff
- 0 Teacher Assitant(s)

For the 2021-22 school year, CPA has budgeted the following staff:

- 1 Principal
- 1 Asst. Principal(s)
- 2 Counselor(s)
- 28 Teacher(s)
- 4 Clerical FTE
- 6 Other Classified Staff
- 11 Teacher Assitant(s)

This higher level of staffing and resulting service to students represents an increase of 186% over the standard services.

Expenditure Tables

Total Expenditures Table

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---------|----------------|-------------------|-------------|----------------|----------------|-----------------|---------------------|
| Totals | \$4,553,251.00 | \$815,887.00 | \$0.00 | \$1,033,698.00 | \$6,402,836.00 | \$3,715,448.00 | \$2,687,388.00 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|----------------------------|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | Principal | All | \$144,742.00 | \$0.00 | \$0.00 | \$0.00 | \$144,742.00 |
| 1 | 2 | Basic Services | All | \$3,068,519.00 | \$381,003.00 | \$0.00 | \$584,595.00 | \$4,034,117.00 |
| 1 | 3 | Special Education Teachers | Student with Disabilities (SWD) | \$0.00 | \$162,300.00 | \$0.00 | \$72,450.00 | \$234,750.00 |
| 1 | 4 | Additional Admin Support | Low Income, Foster Youth, English learner (EL) | \$256,769.00 | \$0.00 | \$0.00 | \$0.00 | \$256,769.00 |

| | | | | | | | | |
|---|---|-----------------------------|--|--------------|--------------|--------|--------------|--------------|
| 1 | 5 | Project Lead the Way | English learner (EL), Foster Youth, Low Income | \$74,088.00 | \$0.00 | \$0.00 | \$0.00 | \$74,088.00 |
| 2 | 1 | Supplemental Teachers | English learner (EL), Foster Youth, Low Income | \$723,567.00 | \$0.00 | \$0.00 | \$71,500.00 | \$795,067.00 |
| 2 | 2 | Instructional Aides | English learner (EL), Foster Youth, Low Income | \$0.00 | \$272,584.00 | \$0.00 | \$227,153.00 | \$499,737.00 |
| 2 | 3 | Supplemental Administrators | Low Income, Foster Youth, English learner (EL) | \$75,404.00 | \$0.00 | \$0.00 | \$78,000.00 | \$153,404.00 |
| 3 | 1 | Supplemental Counselors | English learner (EL), Foster Youth, Low Income | \$124,692.00 | \$0.00 | \$0.00 | \$0.00 | \$124,692.00 |
| 3 | 2 | Restorative Justice Program | English learner (EL), Foster Youth, Low Income | \$85,470.00 | \$0.00 | \$0.00 | \$0.00 | \$85,470.00 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$1,339,990.00 | \$1,989,227.00 |
| LEA-wide Total: | \$1,339,990.00 | \$1,989,227.00 |
| Limited Total: | | |
| Schoolwide Total: | | |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|--------------------------|----------|--|-------------|--------------|--------------|
| 1 | 4 | Additional Admin Support | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$256,769.00 | \$256,769.00 |
| 1 | 5 | Project Lead the Way | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$74,088.00 | \$74,088.00 |
| 2 | 1 | Supplemental Teachers | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$723,567.00 | \$795,067.00 |

| | | | | | | | |
|---|---|-----------------------------|----------|--|-------------|--------------|--------------|
| 2 | 2 | Instructional Aides | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$0.00 | \$499,737.00 |
| 2 | 3 | Supplemental Administrators | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$75,404.00 | \$153,404.00 |
| 3 | 1 | Supplemental Counselors | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$124,692.00 | \$124,692.00 |
| 3 | 2 | Restorative Justice Program | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$85,470.00 | \$85,470.00 |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2022-23) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2020–21 . |

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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