



Crete Academy

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
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Plan Summary 2020-2021

General Information

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

Crete Academy is a direct-funded, independent K-6 charter school authorized by Los Angeles Unified School District.

Crete provides a rigorous, standards-aligned educational program to TK-? families in South Los Angeles. The school serves approximately 200 students, 88% socioeconomically disadvantaged (SED), 9% English Learners (EL), 6% students with disabilities (SWD), and 19% housing insecure. The ethnic distribution is 62% African American and 34% Latino.

The mission of Crete Academy: Crete Academy will deliver an educational program to students TK-6th grade who are homeless and living in poverty, that will meet their physical, mental and emotional needs while developing strong character and critical thinking skills so that each child is prepared for college and beyond.

The vision of Crete Academy: One day, the cycle of poverty will end and children who once were homeless and living in poverty will be leaders of this world.

Crete Academy’s educational program emphasizes meeting the academic and basic needs of all students. To do this, we offer an Academic Program and a Wellness Program. The Academic Program focuses on thematic learning, a foundation in math and literacy and intervention and differentiated instruction. The Wellness Program focuses on the mental, physical and emotional well being of students, offering an array of services and programs.

Reflections: Successes

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

CA Dashboard 2018-19:
Redesignation Rate 12.5%
Suspension Indicator (Green) decreased suspensions by 8%
Expulsions 0%
Chronic Absenteeism Indicator (Yellow) decreased absenteeism by 3.8%. The improvement was the result of decrease in absenteeism
All local indicators “Met”
Generally 2019-21 and COVID:

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.

CA Dashboard 2018-19:
While there are no gaps in performance between statistically significant student groups, the schoolwide performance gauge was “Orange” for both English/Language Arts and mathematics.
English/Language Arts (Orange) 114.4 points below standard; 9.6% met/exceeded, 12.3% nearly met, 78.1% not met

AA 120.4 DF3

H 106.8 DF3 (No gauge color due to number of students)

SED 115.9 DF3

Mathematics (Orange) 114 points below standard; 4.1% met/exceeded, 17.8% nearly met, 78.1% not met

AA 127.8 DF3

H 100.4 DF3 (No gauge color due to number of students)

SED 117.9 DF3

Chronic Absenteeism Indicator (schoolwide Yellow) area of need considering 34.3% were chronically absent (“Orange” AA 38.6%, H 24.2%, SED 34.6%)

Generally 2019-21 and COVID:

LCAP Highlights

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

The Crete Academy 2021-24 LCAP will emphasize improvement or expansion in all identified areas of the school operations. In addition, it will focus on continued and enhanced services for all students with particular consideration for students experiencing homelessness, those in foster care, students with disabilities, ELs and gifted 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.

Crete Academy has not been identified 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

Stakeholder engagement is an ongoing process at Crete. Through the use of surveys, conversations and feedback opportunities, Crete leadership works with all stakeholders to ensure their input and needs are considered when planning school programs and budgeting. This feedback cycle is used for all major school decisions, including the development of the LCAP.

The following systems were used to engage stakeholders in the LCAP process and ensure their feedback was considered in the development of its contents: weekly staff meetings, weekly check-ins with all staff, monthly coaching meetings, monthly board meetings, staff surveys, quarterly school culture surveys, annual student surveys and parent surveys. In addition, the Director of Student Programs met regularly with the SELPA Administrator to obtain information and feedback about serving our students with special needs

A summary of the feedback provided by specific stakeholder groups.

Specific feedback that was received occurred around school communication, supplemental programs and services and Wellness Supports. Parents, the Crete Board of Directors and teachers expressed their appreciation for over communication by Crete leadership and staff. Parents and the Crete Board also expressed their approval of and continued support for intervention services for our lowest performing students, including: 1:1 tutoring supports, small group intervention and after school programming. Finally, parents and the community at large expressed their gratitude for all of the wellness services provided throughout the year to students and families. In particular, several community partners expressed their interest in further partnering to enhance and augment the current wellness services going into the 2021 school year and beyond.

Teachers and administrators expressed interest in further enhancing the academic program at Crete and integrating increased rigor amongst students.

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

The major aspects that were influenced by specific stakeholder input include: staffing, academic programs, supplemental programming and Wellness services and offerings.

Goals and Actions

Goal 1 Conditions of Learning

Goal #	Description
1	Provide a rigorous, supportive and equity driven educational program to students by ensuring highly effective teachers, standards-aligned instructional materials (CCSS, NGSS, ELD) and access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-centered support, Crete increases student resiliency and academic success. (Conditions of Learning: State Priorities 1,2,7, and 8)

An explanation of why the LEA has developed this goal.

This goal was developed as a “maintenance” goal to ensure all available resources remain focused on quality implementation of the mission and vision of the school. It is of tremendous import to maintain the focus of all families in our community considering the varied social-emotional needs of our students while also remaining committed to achievement growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities are maintained and in good repair	Good working order at all times and plans to address any repairs immediately				new facility to accommodate growing student body.
Teachers appropriately assigned and fully credentialed in the subject areas & for the pupils they are teaching	100%				100%
Student and teacher access to standards aligned instructional materials	90% access at all times.				100% access at all times
Student access to a broad course of study	90% access at all times				100% access at all times

Teacher retention rate	100%				100%
Teacher Survey	75% of teachers surveyed report overall positive feelings and satisfaction with working at Crete				95% of teachers served report overall positive feelings and satisfaction with working at Crete
Parent Survey	75% of parents report overall satisfaction with Crete				95% of parents report overall satisfaction with Crete
Student Survey - Safety & Connectedness	80% of students survey report feeling safe and connected				98% of students survey report feeling safe and connecte
Attendance Rate	95% attendance rate				96% attendance rate
Chronic Absenteeism Rate (CA Dashboard Indicator)	2019 CA Dashboard Chronic Absenteeism Indicator 34.3% All Students 38.6% African American 24.2% Hispanic 34.6% SED 58.3% SWD 8.3% English Learner 53.3% Homeless				2024 CA Dashboard Chronic Absenteeism Indicator 10% All Students 15% African American 5% Hispanic 10% SED 20% SWD 2% English Learner 20% Homeless

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facilities Lease & Maintenance	Costs associated with facility lease and maintenance of the physical plant (excluding custodial staff)	\$267,600	N
1.02	Staffing: Credentialed	3 Administrators (%)	1,274,808	N

		10 Credentialed Teachers 1 Dir of Curriculum/GATE Teacher (contributing S&C)		
1.03	Staffing: Classified	1 Office Manager 3.5 Instructional Aides (contributing) 1 Plant Manager/Food Service Director (?)	335,204	N
1.04	Curriculum: Core	GO Math, Tara West, Teachers Pay Teachers, Reach for Reading get name for Tara West; Reach for Reading; subtract \$1500 for 4.02	41,000	N
1.05	Curriculum: Supplemental	Lexia, Reading A-Z Greenfield/Greenleaf? ESSER2	16,000	Y
1.06	Special Education Services under LAUSD Option 1	Intervention training, coaching and implementation SPED encroachment and Global Education Solutions (\$12k)	12,000	Y
1.07	Professional Development - Families in Crisis	All staff will receive comprehensive training on identifying students with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families. included in 1.02	\$0	N
1.08	Professional Development - CCSS,NGSS, and ELD	Teachers will participate in summer and ongoing professional development on CCSS and CCSS aligned local assessments. Summer \$5000	5,000	N

Goal 2 English/Language Arts Achievement

Goal #	Description
2	Annually demonstrate growth in English/language arts proficiency for all students as measured by academic marks, local assessment, and state-mandated assessments.

An explanation of why the LEA has developed this goal.

It is critical for the overall success of Crete that students are learning at a competitive rate to their peers, as measured by local and state assessments. Therefore, this goal was created with the intent that monthly, quarterly, and annually student data would be reviewed and teachers would adjust their teaching strategies and school wide supports based upon student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment ELA (Grades 2-5)	22%				75%
SBAC ELA (Grades 3-5)	2019 SBAC - Met/Exceeded ELA 9.6% All Students 10.9% African American 4.2% Hispanic 6% SED				2024 SBAC Meet/Exceed ELA 50% All Students 55% African American 25% Hispanic 36% SED

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Ongoing instructional coaching	teachers receive weekly instructional coaching with specific feedback designed to improve instruction and overall student learning. (Whetstone, summer PD to teachers) Whetstone (4410) and see 1.08	\$5000	Y
2.02	students will be provided with small group intervention	teachers will be trained and supported in providing intervention and small group teaching daily in all subjects. Admin + Instr Aides (see 1.02, 1.03)	\$0	Y
2.03	teaching fellows will support enhanced student learning	teaching fellows will work closely with all students performing below grade level in math and ELA. See 1.03	\$0	Y
2.04	After school teachers will support student’s academic needs	after school teachers will focus on tutoring and intervention in math and ELA. The cost of these teachers are covered under ELO; included in 1.03		Y

2.05	assessments will be provided to students to monitor progress	regular assessments will be administered and data from such assessments will be reviewed to plan and support students' academic needs (STAR Assessment, DIBELS/Amplify, Fontas & Pinnellas) need STAR vendor (Renaissance)	\$5,200	N
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Goal 3 Mathematics Achievement

Goal #	Description
3	Annually demonstrate growth in mathematics proficiency for all students as measured by academic marks, local assessment, and state-mandated assessments.

An explanation of why the LEA has developed this goal.

This mathematics goal was developed because being able to compute numbers with ease and have a strong number sense is critical to students' overall academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment Mathematics (Grades 2-5)	11%				75%
SBAC Mathematics (Grades 3-5)	2019 SBAC - Met/Exceeded Mathematics 4.1% All Students 4.4% African American 0% Hispanic 1.5% SED				2024 SBAC Meet/Exceed Mathematics 25% All Students 25% African American 10% Hispanic 15% SED

Actions

Action #	Title	Description	Total Funds	Contributing
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3.01	Teacher training during summer PD, weekly PD and teacher-initiated trainings	teachers will attend PD's, workshops and work with CGI trainers on implementation. PD (finishes \$15k PD)	\$2000	N
3.02	CGI coaching and teacher training	Teachers will attend CGI trainings and work with a CGI trainer to provide training and support for implementation	\$3000	N

Goal 4 English Learner Progress

Goal #	Description
4	All English learners will demonstrate growth towards meeting/exceeding standards in mathematics, English Language Arts (ELA) and English language proficiency as demonstrated through academic marks, local formative assessments, and state assessments.

An explanation of why the LEA has developed this goal.

This goal was developed to provide specific, ongoing support for EL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	12.5% Reclassification				25% reclassification rate
English Learner Progress Indicator (CA Dashboard)	Not applicable				25%
Local Assessment ELA (Grades 2-5)	11%				75% proficient
SBAC English/language	Data suppressed for privacy				75% proficient

arts (Grades 3-5)					
Local Assessment Mathematics (Grades 2-5)	22%				75% proficient
SBAC Mathematics (Grades 3-5)	Data suppressed for privacy				75% proficient

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	English Learner Professional Development	Teachers will receive on-going professional development on effective implementation of the English Learner Master Plan and high-leverage strategies for addressing the language needs of English Learners Included as part of Global Educ Solutions contract (\$12k)	\$12,000	Y
4.02	ELD Curriculum	Teachers will use ELD-embedded curriculum in core subjects and students will work with ELD-specific curriculum	\$1500	Y
4.03	Classrooms will be word-rich	Teachers will maintain word-rich environments, including the use of anchor charts, alphabets, student writing materials, posters and other charts. excludes F&P cost (above)	\$5000	Y

Goal 5 School Climate and Social Emotional Well-Being

Goal #	Description
5	Increase connectedness by providing quality opportunities for site-wide and community engagement, and opportunities for personal growth and well-being. Engagement & Climate (State Priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

This goal was created because it is critical that school communications and opportunities for family engagement remain strong. This supports students' overall success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement/Input in Decision-making - School Site Council (SSC)	Regular Meetings of the School Site Council (SSC)				Regular School Site Council Meetings
Wellness Surveys and Culture Surveys report overall satisfaction with programs	85% satisfaction of those survey are pleased with the school's offerings.				95% satisfaction of those surveyed.
Suspension Rate	2020 Suspension Rate (Source: <u>Ed-Data</u>) 0.4%				<1% Suspension Rate
Expulsion Rate	2020 Expulsion Rate (Source: <u>Ed-Data</u>) 0%				0% Expulsion Rate

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Community partnerships focused on family supports	Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families. LCSW supervises MSW interns (McGregor and Mitchell 1.03)	\$15,000	Y
5.2	Parent Engagement Events	A family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops will be held to help engage families in school life and their child's learning. supplies, prof services, creative events (5800 or 5815)	\$5000	N

5.3	SSC & ELAC	School Site Council (SSC) is in development, with facilitation being provided to support composition and participation.	\$0	N
5.4	Communications (Seesaw, Zoom, Spectrum)	Regular newsletters will be provided to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed). Training will be provided to teachers, staff, and parents on the use of digital communication tools. Parent outreach and communications will stress the importance of regular attendance and arriving on time each day. Wix, Vista Prints, Signarama, prof services (photos)	\$500	N
5.5	Positive School Climate & Culture (Class Dojo, SEL curriculum, Culture training)	Restorative Justice practices will be used to minimize suspensions and keep kids in school. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention. Class Dojo, 5800 \$3500; SEL 4300 \$1500;	\$5,000	Y

Goal Analysis [LCAP Year]

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

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

not applicable

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

not applicable

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

not applicable

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.31%	\$600,662

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.

Crete Academy serves a population of students that are majority low-income and a significant population of students experiencing homelessness. Additionally, Crete maintains a higher than average foster youth population. Consequently, the services and programs provided at Crete, serve all students, but the majority of students served fall into the foster youth, English learner and low-income student population.

The actions that are targeted at foster youth, English Learners and low-income students, include: intervention, small group instruction, wellness services such as therapy, medical, dental and other workshops and programs, tutoring and afterschool programming. These actions are effective at reaching the unique needs of the subgroups because they address the most basic needs of students, while also providing the necessary support services. The additional academic support services assist students with extra academic instruction and one-on-one intervention and tutoring.

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

Crete Academy's mission is to serve low-income and students experiencing homelessness. Thus, our entire school model supports the most vulnerable students by providing them with a strong foundation in math and ELA, while also addressing their many basic needs. Because the LCAP is designed with this goal in mind, it always benefits all students, including ELs, low-income students and foster youth. The activities related to ELD development and support, help all students achieve more, while the wellness services created for students and families experiencing homelessness, help all students address learning barriers. Furthermore, the staffing, operations and academic practices in the LCAP, support the sound financial and academic operations of a quality school, which benefits all students attending.

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)*).

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

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

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

The revised LCAP template for the 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.