

# Local Control and Accountability Plan

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

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

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

Riverside Preparatory will increase the number of 3rd, 6th, and 9th grade students reading at grade level through the implementation of rigorous state standards, and provide appropriate interventions as needed.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

4

8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Increase 11 points toward standard met (level 3)	Due to COVID, we did not participate in CAASPP and do not have results to determine the outcome.
Increase 7 points towards standard met (level 3)	Due to COVID, we did not participate in CAASPP and do not have results to determine the outcome.
Increase 7 points toward standard met (level 3)	Due to COVID, we did not participate in CAASPP and do not have results to determine the outcome.
Increase in 10% of students reading at grade level	Due to COVID, we did not administer our reading assessment and do not have results to determine the outcome.
Increase 10% in students reading in the grade level Lexile band	Due to COVID, we did not administer our reading assessment and do not have results to determine the outcome.

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction.	\$197,210 LCFF Certificated Personnel Statutory Benefits Online Resources Instructional	\$139,781 LCFF Certificated Personnel Statutory Benefits Online Resources Instructional

	Materials	Materials
Provide rigorous supplemental California State standards aligned ELD curriculum for EL students.	\$5,000 LCFF Instructional Materials	\$16,933 LCFF Instructional Materials

## Goal Analysis

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

All of the programs that were planned in the 2019-2020 LCAP were implemented during the school year. The ELD programs were able to use an existing curriculum that was not used in the prior year. The ELD teachers also utilized intervention curriculum that was used in the intervention class (under Goal 1.1) Summer school was also implemented, unfortunately, there was not the participation that was anticipated during the budgeting process. The remainder of the CSI grant was used to increase professional development for reading and literacy.

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

### Successes:

- Multilingual Services department was restructured and the master plan for ELD was revised to provide better support for English Learners.
- Were able to implement summer school for OGE students
- were able to remotely Lexile test all students.

### Challenges:

- Due to COVID we were unable to collect reliable data to show growth within the school year.
- ELD curriculum was not strong in the distance learning platform that we chose to utilize during covid

## Goal 2

Riverside Preparatory School will provide resources that promote social/emotional growth and parent/community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

5

6

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Maintain 90% of Parents agree with "positive" learning environment from CHKS	92% of parents indicated on the CHKS that the learning environment is supportive and inviting, which meets the expected outcome above.
80% student participation rate	We had a total student participate rate of 76%.
	We were able to meet the student participate rate in 7th and 11th grade, but did not meet the participation rate in 5th and 9th grade.
Maintain 5% or below suspension rate	The suspension rate fell to 4.2%, which meets the expected outcome above.
Maintain < 1% expulsion rate	Riverside Prep expelled 4 students, which is a 0.2% expulsion rate. The school was able to meet the expected outcome above.
Maintain 11% Chronic Absenteeism rate	Riverside Prep had a 13% Chronic Absenteeism rate for the previous year.
100% Good Repair for Facility Inspection Tool	Riverside Preparatory School at 100% Good Repair on the Facility Inspection Tool
Maintain 95% student attendance rate	Riverside Prep had an attendance rate of 95.4% for the previous school year, which meets the expected outcome.

## Actions/Services

Planned Actions/Services	Budgeted	Actual
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	Expenditures	Expenditures
Ensure access to counseling through the support of clinical counseling. Access to programs to address social emotional factors and physical health.	\$259,152 LCFF Certificated Personnel Classified Personnel Statutory Benefits Health Supplies	\$256,831 LCFF Certificated Personnel Classified Personnel Statutory Benefits Health Supplies
Provide programs for parents in primary language to help students in both academic and social needs and provide family engagement opportunities for all families.	\$171,828 LCFF Certificated Personnel Statutory Benefits	\$214,538 LCFF Certificated Personnel Statutory Benefits
Provide academic family engagement events.	\$21,300 LCFF Transportation Field Trip Entry Fees	\$12,500 LCFF Transportation Field Trip Entry Fees
Provide transportation to improve daily attendance.	\$2,200,635 LCFF Classified Personnel Statutory Benefits Equipment Fuel	\$2,507,680 LCFF Classified Personnel Statutory Benefits Equipment Fuel Bus
Provided resources for all staff to ensure prompt communication with families.	\$70,000 LCFF Technology/Cellphone	\$84,463 LCFF Technology/Cellphone

## Goal Analysis

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

Some changes were made to accommodate changes due to COVID. Some transportation costs decreased, but the funds were used to purchase new busses. This decision caused an increased in expenditures in Action #4.

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

**Successes:**

- Oro Grande Elementary School is decreasing suspension rates annually due to the work that is continuing to be done by the Discipline Consortium and utilizing the Discipline Plan and other means of correction.
- Our expulsion rate is staying at 0%.
- We saw some improvements in chronic absenteeism during the three-year span.
- Absenteeism Consortium group as well, to address the needs of our individual students this group will begin looking at broad policies and resources and directing them towards students who continue to be chronically absent.
- Began offering community outreach through virtual means.
- Provided remote counseling services at our sites.
- Were able, due to the CWO (Child Welfare Officer), to make home visits and deliver food to most vulnerable families.

**Challenges:**

- Chronic absenteeism increased this past year back to the baseline level due to CoVid.
- Due to CoVid we had trouble getting parents to attend community outreach and stakeholder meetings.
- Primary language support for teachers was harder this year due to more home communication from teachers and the low number of staff who are bilingual to support their needs.

## Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
100% qualified teachers	100% qualified teachers

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (math and English Language Arts) All teachers participate in professional development specific to ELD instruction.	\$317,920 LCFF Contracted Professional Development Online Resources Instructional Materials	\$98,032 LCFF Contracted Professional Development Online Resources Tuition Reimbursement
All teachers will have access to coaching and new teacher support training.	\$582,795 LCFF Certificated Personnel Classified Personnel Statutory Benefits	\$535,255 LCFF Certificated Personnel Classified Personnel Statutory Benefits

## Goal Analysis

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

All expenses were similar to what was budgeted for the 2019-2020 school year. There was a difference in budget for contracted services for professional development that was paid with a grant from the district - Oro Grande Elementary School District.

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

**Successes:**

- All teachers participated in professional development in all content areas.
- During the Covid 19 pandemic the professional development transitioned to support the needs of the teachers in the areas of distance learning, synchronous and asynchronous learning, social-emotional health, and assessing during distance learning.
- The training also included a shift to online learning for the upcoming school year.
- Prior to CoviD teachers were immersed in the MDSS program and gaining standards-based teaching strategies and support for students.
- CoVid-19: provided a technological learning curve for all Oro Grande Elementary staff.

**Challenges:**

- Remote training highly dependent on individuals' internet connection and working technology.
- During CoVid: Training was not deep pedagogical training as we had to train teachers on the day-to-day of teaching through an online platform.
- Coaching sessions for teachers were online-based, and many coaches had not had to coach or teach in a virtual space.

## Goal 4

To insure college and career readiness, all students will have access to a broad course of study, increased Advanced Placement passage rates, increase concurrent (dual enrollment) and four year post high school plans.

State and/or Local Priorities addressed by this goal:

State Priorities:

7

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
3 dual enrollment classes offered to all 12th grade	9 dual enrollment classes offered to all high



students	school students
100% of students that require credit recovery participate in on campus or online credit recovery	100% of students had access to credit recovery
54% 12th grade students A-G Eligible	There are 26% of 12th grade students A-G eligible.

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of 9th graders complete a 4 year high school plan	\$10,000 LCFF Online Resources	\$70,505 Dual Enrollment Textbooks Contracted Services
Provide college/career resources and guidance	\$96,280 LCFF Online Resources Professional Development Classified Personnel Statutory Benefits	\$662,449 Certificated Salary Statutory Benefits Contracted Services Tech Related
Provide credit recovery opportunities for all students	\$48,500 LCFF Online Resources Books Instructional Materials	\$179,065 Certificated Salary Classified Salary Statutory Benefits Tech Related

## Goal Analysis

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

All funds were used ( increase of funds for 3 action items) to increase college and career services at Riverside Preparatory School.

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

The high school dual enrollment has increased and has been successful at the high school. The dual enrollment classes (Victor Valley Community College and Brandman University) have at least 90% passage rate of a C or better.

Riverside Preparatory School plans to increase these opportunities for all high school students and dual enrollment classes will be offered at all grade levels. Riverside Preparatory School was successful at ensuring that all demographics have equal access and comparable passage rates (to match the demographic rates of the total school population)

**Successes:**

- Students were able to engage in art, music, and technology for the most part of the year.
- All students became 1:1 with personal Chromebooks provided by the school.
- Technology usage greatly increased in students and faculty.

**Challenges:**

- When COVID hit, teachers had to adjust to instructing and engaging students through virtual opportunities.
- Younger students and some families were not technologically prepared enough to navigate computer systems during virtual learning in CoVid.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted	Estimated Actual	Contributing
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	Funds	Expenditures	
Riverside Preparatory School opened school in October 2020 to students in a hybrid model. Additional teachers were hired to maintain classes sizes that meet the guidelines of the Covid 19 reopening plan.	\$1,500,000	\$1,743,642	Y
Riverside Preparatory School maintained highly sanitized work areas for both students and staff. All staff and students were also supplied with additional personal protective equipment to maintain safe while at school.	\$75,000	\$76,120	N
Additional transportation was added to ensure all students maintained 6 feet of distance.	\$150,000	\$247,000	Y
New student desks were purchased to replace tables to ensure students could socially distance during in person instruction.	\$500,000	\$556,244	N
Additional instructional supplies for all students to have individual supplies in class- following the Covid reopening plan guidelines.	\$15,000	\$17,800	N

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

There were no significant differences between the actual and budgeted expenditures.

## Analysis of In-Person Instructional Offerings

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

There were many successes and challenges in implementing in person learning at Riverside Preparatory for the 2020-2021 school year.

Successes:

- Students returned to a hybrid model in October 2020. Students attended school on a minimum day schedule and increased attendance as Oro Grande improved in with infection rates and the county tier system allowed for more flexibility.

- Families were allowed to pick a hybrid or distance model that allowed for opportunities that meet the needs of Riverside Preparatory families and students.
- Due to low class sizes, teachers were able to spend quality one-on-one time to address learning loss, provide enrichment/intervention.
- Counseling staff was able to provide services and referrals for students who needed social and mental supports. This staff was also able to work with staff and students to provide preventive measures and work on school side social/emotional curriculum.

#### Challenges:

- Teachers were presenting information to students in both in person and a digital format.
- A substantial amount of resources, manpower, and time were dedicated to ensuring that facilities sanitized to ensure the facilities were safe for students and staff. All staff and students have regular health checks (temperature and analysis for Covid symptoms). These processes continue to be completed daily and will continue to require resources. Teachers also had to spend instructional time teaching students Covid protocols.
- Activities such as outdoor activities, physical education, nutrition breaks had to be restructured due to social distancing requirements.
- Students were in need of re-engagement due to the large amount of time spent outside of classroom.
- Transportation and transportation costs due to social distancing increased due to social distancing requirements on school busses.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Riverside Preparatory School purchased chromebooks and hot spots to ensure all students could participate and access the internet while on distance learning.	\$128,000	\$128,849	Y
Riverside Preparatory School adopted an online platform (Edgenuity) to ensure students had access to all classes in an online platform and software to ensure communication	\$19,000	\$19,294	Y

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

There were differences in funds that were budgeted and planned due to increased costs to protect students during the Covid pandemic. The district provided an individual device (chrome book) and internet (hotspot- if the internet was not accessible in-home) to all students in Oro Grande. During the first stages of the pandemic, students living in Oro Grande did not have success accessing the internet with the district-provided hot spot. Therefore, the district changed providers and all students have reliable connectivity during the pandemic. Family Engagement Specialists were hired as an added layer of support for both teachers and students.

There was a significant increase to instructional supplies to ensure that students had individual materials. It was also necessary to provide all students with instructional materials and supplies while at home during distance learning.

## 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.

Distance learning posed considerable challenges that the district planned for put resources towards throughout the school year.

### Continuity of Instruction

The district planned a cohesive distance learning schedule that allowed for both synchronous and asynchronous learning to occur throughout the day. The schedule included time for a social-emotional check-in, direct instruction, and intervention. Once students started back to in-person learning, students in distance learning had specific times allocated - to ensure teachers could engage and meet the needs of both learning models independently.

### Access to Devices and Connectivity

#### Successes:

- The district provided an individual device (chrome book) and internet (hotspot- if the internet was not accessible in-home) to all students in Oro Grande.
- The district changed providers and all students have reliable connectivity during the pandemic.

#### Challenges:

- During the first stages of the pandemic, students living in Oro Grande did not have success accessing the internet with the district-provided hot spot.

### Distance Learning Professional Development

### Successes:

- The staff also worked on grading policies and providing feedback to families during Covid.
- Professional development changed in March 2020 and continued to include instructional strategies that included; online curriculum training, engagement strategies for online learners, assessments (online ie, IAB blocks and STAR assessments), and social/emotional training.

### Challenges:

- Providing Professional development during CoVid provided additional challenges due to technology cooperation, and screen fatigue.

### Staff Roles and Responsibilities

#### Successes:

- Family Engagement Specialists were hired as an added layer of support for both teachers and students.
- There was an increase in positions due to the pandemic.
- Teachers and staff remained flexible during the ever-changing protocols.

#### Challenges:

- Many staff roles changed and were in need of adjusting to meet the needs of the students during the pandemic.
- Teachers reported that during the pandemic, teachers found that, in order to reach students, work hours had to sometimes be extended. This was not at the request of the school, but out of the genuine concern of our teachers for their students.

### Pupil Participation and Progress

#### Successes:

- There were many safeguards put in place to ensure students were participating daily in synchronous and asynchronous instruction/assignments.
- Teachers provided multiple opportunities throughout the day for small group instruction and intervention that was above and beyond the daily synchronous instruction.
- If a student was showing poor attendance, Family Engagement Specialists were contacted by teachers and they (along with the teacher) made daily phone calls, emails and were available to students for extra help with assignments.
- If their multiple attempts to ensure attendance were not successful, the Director of Students Assistance and Welfare would conduct home visits.

#### Challenges:

- Many students relocated during the pandemic and remained enrolled in Oro Grande Elementary; so, when home visits were conducted for students, sometimes the address we had on file was no longer valid.
- Many students struggled with making online appointments for class.

## Support for Pupils with Unique Needs

### Successes:

- Revised the Master Plan for English Learners.
- Able to reach out to most vulnerable students for support through home visits with the Director of Student Assistance, Welfare, and Attendance and members of faculty and Educational Services Team
- 100% ELPAC testing completion

### Challenges:

- Virtual accommodations for students relied heavily on parent/home support.
- Virtual Testing accommodations issues for ELPAC and CAASPP
- Attendance issues for meetings and classesDistance learning posed considerable challenges that the district planned for put resources towards throughout the school year.

## Continuity of Instruction

The district planned a cohesive distance learning schedule that allowed for both synchronous and asynchronous learning to occur throughout the day. The schedule included time for a social-emotional check-in, direct instruction, and intervention. Once students started back to in-person learning, students in distance learning had specific times allocated - to ensure teachers could engage and meet the needs of both learning models independently.

## Access to Devices and Connectivity

### Successes:

- The district provided an individual device (chrome book) and internet (hotspot- if the internet was not accessible in-home) to all students in Oro Grande.
- The district changed providers and all students have reliable connectivity during the pandemic.

### Challenges:

- During the first stages of the pandemic, students living in Oro Grande did not have success accessing the internet with the district-provided hot spot.

## Distance Learning Professional Development

### Successes:

- The staff also worked on grading policies and providing feedback to families during Covid.
- Professional development changed in March 2020 and continued to include instructional strategies that included; online curriculum training, engagement strategies for online learners, assessments (online ie, IAB blocks and STAR assessments), and social/emotional training.

### Challenges:

- Providing Professional development during CoVid provided additional challenges due to technology cooperation, and screen fatigue.

## Staff Roles and Responsibilities

### Successes:

- Family Engagement Specialists were hired as an added layer of support for both teachers and students.

- There was an increase in positions due to the pandemic.

- Teachers and staff remained flexible during the ever-changing protocols.

Challenges:

- Many staff roles changed and were in need of adjusting to meet the needs of the students during the pandemic.

- Teachers reported that during the pandemic, teachers found that, in order to reach students, work hours had to sometimes be extended. This was not at the request of the school, but out of the genuine concern of our teachers for their students.

### Pupil Participation and Progress

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- There were many safeguards put in place to ensure students were participating daily in synchronous and asynchronous instruction/assignments.

- Teachers provided multiple opportunities throughout the day for small group instruction and intervention that was above and beyond the daily synchronous instruction.

- If a student was showing poor attendance, Family Engagement Specialists were contacted by teachers and they (along with the teacher) made daily phone calls, emails and were available to students for extra help with assignments.

- If their multiple attempts to ensure attendance were not successful, the Director of Students Assistance and Welfare would conduct home visits.

Challenges:

- Many students relocated during the pandemic and remained enrolled in Riverside Preparatory School; so, when home visits were conducted for students, sometimes the address we had on file was no longer valid.

- Many students struggled with making online appointments for class.

### Support for Pupils with Unique Needs

Successes:

- Revised the Master Plan for English Learners.

- Able to reach out to most vulnerable students for support through home visits with the Director of Student Assistance, Welfare, and Attendance and members of faculty and Educational Services Team

- 100% ELPAC testing completion

Challenges:

- Virtual accommodations for students relied heavily on parent/home support.

- Virtual Testing accommodations issues for ELPAC and CAASPP

- Attendance issues for meetings and classes



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Riverside Preparatory School provided professional development for teachers, administration and support staff in the areas of online engagement, online curriculum, vertical alignment and intervention strategies.	\$150,000	\$157,800	Y
New English Language Learner data analysis software was purchased to help track the progress of language learners and assist teachers with instructional strategies to better engage students in distance learning.	\$5,000	\$6,930	Y

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

There was a slight difference in budget and actual expenses due to purchasing additional licenses. Utilization of a new online learning platform and online curriculum licenses for distance learning. Teachers participated in professional development monthly to address gaps in achievement in ELA and math. These scopes and sequences and curriculum maps will guide instruction for the following school year.

## 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 district is continuing to assess students and understand the total complexity of learning loss that has occurred during the Covid 19 pandemic.

### Successes:

- Teachers were able to administer a variety of assessments to gauge the progress
- Students in Oro Grande had the opportunity to return to in-person learning in October 2020.

- Teachers were able to return to intervention programs, assess students in small groups, and have limited class sizes that allowed for one-on-one and small group learning.
- Most English Language Learners were able to take the ELPAC assessment in person and the depth of learning loss in language acquisition will be evaluated when those scores are received from the state.
- Teachers participated in professional development monthly to address gaps in achievement in ELA and math. These scopes and sequences and curriculum maps will guide instruction for the following school year.

#### Challenges:

- Students did not attend school in the quantity that they traditionally would have in both school years.
- About one-third of students remained in a hybrid or distance learning after students returned four days a week. These students will require more
- Teachers worked to adjust scope and sequences and curriculum maps to devote time to the highest priority standards but were not able to address or instruct in all standards required in one grade level.
- Data will not be available for CAASPP ELA and Math to determine the amount of loss in the summative exam.
- The average of all reading scores are 1 year below grade level. This will require rigorous literacy intervention (planned in Goal 1.1 of the 21-24 LCAP)

## 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.

The Social-Emotional Health of students and staff will continue to be a priority for OGSD. All students will have access to School Counselors for academic advisement, specific small-group counseling, and individual counseling that will be conducted via online platforms (Care Solice).

Riverside Preparatory School adopted social-emotional curriculum, Lions Quest, that was a component of instruction in every phase and in every learning option. Students, families, and staff needing additional services beyond the scope of school-based offerings had access to a free, online mental health concierge service to get the services needed. Additionally, families had access the Student Assistance Program (SAP) through the San Bernardino County Department of Behavioral Health for essential mental health services. Overall the district had a high level of participation in the online emotional health resources (students and staff).

The Student Resource Officer, Nurse and Welfare and Assistance Officer have worked collaboratively with the school to reach out to students who need mental health assistance. All resources provided to students and families are also available to staff and teachers.

## 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.

For grades 6-12, our online program had a comprehensive curriculum and immediate grading capabilities. The program tracked which lessons students complete and needs to complete. There is assigned fluency or writing practice within the program to help your student meet mastery of learning goals. TK-5 grade students' progress will be monitored by the teacher as they report online daily with their teacher. All students work log and grading will be through Google Classroom. In addition to assignments pushed out via Google Classroom, the teacher will be able to monitor students progress and independent work through our Core Curriculum digital platforms (ConnectED - ELA, ConnectED - My Math)

Students not participating in the provided synchronous options will receive a phone call from their cohort teacher. A required contact will occur if three consecutive days or 60 percent of the school week are missed.

If students are not in attendance, cohort teachers were follow the following steps:

- \*The cohort teacher will call and/or email parents/guardians to check-in and inquire if there are any concerns that are keeping the student from participating, i.e., technology issues, access issues, need for more one-on-one instruction/guidance or unforeseen family hardships/concerns.
- \*The cohort teacher will collaborate with colleagues to see if another staff member has made contact with the family to determine the best means of communication and/or to strategize a common approach in assisting the family unit.
- \*The cohort teacher will submit a referral to support staff such as Family Engagement Specialists and Counselors to determine appropriate services and interventions.
- \*In the event that this does not bring a change in participation, school site administration will be included and consider various supports, including the Director of Student Assistance, Welfare and

Attendance for support in home visits and addressing individual family needs.

\*If absences are due to COVID-19, then the cohort teacher/administrator will notify the Coordinator of Health Services for proper reporting, monitoring, and tracking of COVID-19 related illnesses.

## Analysis of School Nutrition

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

Breakfast and lunch will be in the classroom or at an assigned outdoor area with cohorts during Phases I-III, with an easing of restrictions during Phase IV. Meal distribution procedures will vary depending upon the phase and the learning option as described below. All students will need to show their OGSD school identification card. Students who wish to bring their own lunch may do so.

Modified Traditional (5-day per week) Meal Service Model:

- \*Breakfast and lunch will be consumed in class each day or at assigned outdoor area with cohorts
- \*All Meals served will be individual and prepackaged to reduce contact by other students
- \*All tableware and utensils will be disposable and thrown away after each meal
- \*Sharing of food will not be permitted
- \*Weekend meals will be distributed Wednesday at school site

Blended Learning (2-days per week) Meal Service Model:

- \*Grab and Go meals will be distributed at school site, Tuesday and Wednesday and will contain 7 days of meals
- \*All Meals served will be individual and prepackaged to reduce contact by other students
- \*All tableware and utensils will be disposable and thrown away after each meal
- \*Floor markers are used for social distancing in line
- \*Contact areas are sanitized between students
- \*Sharing of food will not be permitted

Distance Learning/Independent Study Meal Service Model:

- \*Grab and Go meals will be distributed at school site, Tuesday and Wednesday and will contain 7 days of meals
- \*All Meals served will be individual and prepackaged to reduce contact by other students
- \*All tableware and utensils will be disposable and thrown away after each meal
- \*Floor markers are used for social distancing in line
- \*Contact areas are sanitized between students
- \*Food is to be consumed off campus

**OGSD staff will:**

- \*Wear appropriate PPE when serving students
- \*Wash and sanitize their hands prior to and after handling food
- \*Maintain social distancing during meal preparation and distribution, as feasible
- \*Create markers to allow social distancing between students
- \*Use disposable tableware and utensils
- \*Serve only prepackaged individualized meals
- \*Clean and sanitize all food service equipment and food service areas before and after use

**OGSD students will:**

- \*Wash and sanitize hands prior to and after eating meals
- \*Maintain social distancing while consuming meals
- \*All tableware and utensils will be disposable and thrown away after each
- \*Sharing of food will not be permitted
- \*Sit at desks/tables to provide physical distance as feasible

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributor
Distance Learning	Family Engagement Specialists were hired to assist teachers and helping students access classes and materials online. These support staff members also helped with attendance checks, online assessments and referred families and students to mental health services.	\$0	\$131,764	Y

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

There was a significant increase and service that was not originally budgeted. The need for Family Engagement Specialist came from analysis the needs of teachers and students and adding additional supports for all during distance learning.

# 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.

After evaluating both in person and distance learning at Riverside Preparatory the following lessons have been learned and programs have been added and adjusted:

- A significant amount of students are currently not reading at grade level. While this trend is seen at all grade levels, the area of most concern lies in the primary grades. Therefore, significant resources have been added with a literacy teacher, a significant increase to literacy professional development in primary grades and an additional new EL coordinator has been added at the district level. The district will use assessments targeted at primary levels (SIPPS/Dibbels) to evaluate the effectiveness of these programs.

- Professional development has evolved to included more vertical alignment, spiraling and changes to scope and sequence- that are needed to address learning loss for all students, especially our unduplicated students that saw significant struggles with attendance and access content outside the traditional classroom.

- Social, emotional and physical health concerns will also be addressed in the 21-24 LCAP. During the pandemic the district saw a significant increase of students (and families) reaching out for mental health referrals (through district staff and contracted services). The needs of students in areas of physical health increased dramatically due to pandemic related issues, but also a variety of other physical health concerns. Additional staffing in counseling and nursing is a vital need that is addressed in the new LCAP. Students will be highly encouraged to participate in a rigorous and highly engaging summer school programs,

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

Learning loss will continue to be evaluated with a variety of different assessments. ELPAC was successfully administered to all students and will be the most viable data information for the learning loss of our English Learner students. All students will continue to take the interim assessments and local Lexile, STAR, test as these assessments did not get modified during the pandemic and offer an accurate depiction of students' achievement.

The assumption of learning loss for the current school year has led Oro Grande to incorporate a wider variety of support programs for engagement and enrichment. These programs include an outsourced afterschool program, various summer school offerings, and support curriculum purchases for teachers.

Likewise, teachers have begun PD across grade spans thus preparing for students who may be up to one grade below in understanding compared to a normal school year. This professional development is designed to assist teachers in meeting students where they are and decreasing the learning loss gap.

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

There were substantive differences between the description of the actions and services. There were unexpected costs and additional programs that were needed to provide both in person and distance learning.

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## 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.

The analysis of the Learning Continuity Plan has confirmed the need to prioritize funding and programs that are in line with the four LCAP goals.

Professional development will increase for the next three years. This training will focus on a balanced literacy program, foundational reading interventions and new scope and sequences (curriculum maps) to address learning loss and acceleration.

Social emotional and physical health concerns will continue to be addressed in LCAP and will also have new guidelines and requirements to meet the needs for protecting students and staff during the ongoing pandemic. Programs that ensure support inside and outside school for emotional health will be a priority in the new LCAP.

The Covid 19 pandemic and the funds associated with relief during the pandemic created an

opportunity for Riverside Preparatory School to have a 1:1 chromebook program. This addition to technology will allow for new core curriculum and intervention programs. There continues to be a need for teachers to have additional professional development for technical needs.

## Instructions: Introduction

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact*

*the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov). (<mailto:lcff@cde.ca.gov>)*

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

### Annual Update

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

### Annual Measurable Outcomes

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



measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

## **Actions/Services**

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

## **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

## **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

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

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

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

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

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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the

distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils

were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

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

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

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

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

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

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

income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.
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# 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
Riverside Preparatory	Heather Griggs Superintendent	heather_griggs@orogrande.org 760-243-5884

## Plan Summary 2021-24

### General Information

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

Riverside Preparatory School is a seat time TK-12 charter school, serving students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale, Oak Hills, and Adelanto communities. Students participate in a college preparatory program that emphasizes 21st-century skills through Common Core Standards. By designing an eight-hour instructional day program, for all students, students are able to explore multiple pathways and topics, including athletics, visual and performing arts, advanced placement, and civic learning projects. Class sizes are well below state averages, adding to the personalized learning experiences. The Riverside Preparatory School program is embedded within the Riverside Preparatory Elementary School, expanding the educational opportunities for all students.

Riverside Preparatory School strives to empower our students through an extraordinary choice in

education by providing quality programs that give a variety of learning opportunities to our students. We offer a rigorous 21st-century curriculum that prepares our students to compete in today's global marketplace.

## Reflections: Successes

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

The data reflections are based on data from 2017-2019 as there was no dashboard data from the 2019-2020 school year.

## 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.

Due to the Covid 19 pandemic, there is no data on the dashboard for in the areas of English Language Arts. Mojave River will continue to provide the following programs to assist with the low graduation rates; CWA (welfare and attendance) will work with students and provide resources to ensure they stay in school and have access to social programs, intervention and teacher training in literacy and access to career planning for post high school opportunities.

## LCAP Highlights

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

Riverside Preparatory's 2021-2024 Local Control Accountability Plan highlights four goals for our school. These goals are designed to support our mission: Oro Grande School District empowers students and their families through extraordinary educational choice, excellence in education, a safe environment to learn, rigor in all endeavors, and high expectations.

Goal one focuses on student's literacy through rigorous standards. This goal features attention to students' CAASPP scores, instructional reading level, and English language acquisition proficiency. The goal was designed to hold students to a high standard and ensure necessary differentiation to help all students be successful.

Goal two establishes Riverside Preparatory's commitment to community supports and wellness for students. This goal was designed to ensure that RP's families are a part of our school community and that students' social and emotional needs are met.

The third LCAP goal focuses on the support and training for teachers. Riverside Preparatory recognizes to best support our students in a high-expectations, rigorous, academic setting, teachers must have training and support in best practices and methodologies.

The last goal focuses on preparing student for post secondary plans and gives students the head start they need to be more successful through dual enrollment opportunities.

# 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.

Not Applicable



## 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.

Due to COVID, eliciting stakeholder engagement has been through virtual means. The information was presented through DELAC and School Site Council to families and community members via a Zoom or Google Meet online platform as well as through email and the school website. The online meetings provided stakeholders a time to ask questions and comment about the LCAP information in a safe/socially distanced environment. Teachers and staff were also invited to an LCAP meeting also held on a virtual meeting platform and/or have an open invitation to the DELAC and SSC meetings. All stakeholders were able to provide input about the LCAP through Google Forms surveys that addressed the information on the LCAP.

A summary of the feedback provided by specific stakeholder groups.

According to our LCAP survey, 81% of stakeholders are happy with the school's current teaching of reading and writing, but only 75% feel that students get enough extra support in these areas. 82% of stakeholders surveyed were aware that the school utilizes common core state standards for their student's education.

Stakeholders feel that the school is working hard to provide programs to support student's social and emotional needs. 78% of stakeholders report that they are aware of the counseling services provided by the school and 80% feel that parents/guardians have opportunities to be involved in the school.

82% of stakeholders were aware that students are taught common core state standards, and 76% of stakeholders feel that teachers hired in Oro Grande are highly qualified.

The stakeholders reported that the school provides educational opportunities beyond the classroom, and 73% are happy with student's accessibility to college and career readiness programs. Stakeholders cited that they would prefer more career readiness courses (like CTE).92% of stakeholders report that students have access to technology through the school, and 73% of stakeholders reported that they are happy with the technology to help their students receive.

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

Based on the feedback from stakeholders, Riverside Preparatory recognizes that not all stakeholders are aware of all programs and practices in place regarding the LCAP goals for the school. Therefore, Riverside Preparatory intends to expand outreach/information for stakeholders. Likewise, the school has planned to provide parent/guardian learning opportunities and other outreach programs for families.

# Goals and Actions

## Goals

Goal #	Description

Goal 1	Riverside Preparatory School will increase the number of students in English literacy and Mathematics through the implementation of rigorous state standards and provide appropriate interventions as needed.
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An explanation of why the LEA has developed this goal.

Riverside Preparatory school has analyzed current and past literacy and math to conclude that effective programs and interventions that will effectively progress the unduplicated students.

# Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	CAASPP ELA Baseline (2019) ELA - ALL Stu 29.2 Points Below Standards ELA - EL 61.2 Points Below Standards ELA - Low SES 37.6 Points Below Standards ELA - SpEd 104.8 Points				CAASPP ELA 2023- 2024 ELA - ALL Stu 19 Points Below Standards ELA - EL 51 Points Below Standards ELA - Low SES 27 Points Below Standards ELA - SpEd 94 Points

<p>CAASPP ELA and Math (All students, EL, Low SES, SpEd)</p>	<p>Below Standards CAASPP Math Baseline (2019) Math - ALL Stu 73.5 Points Below Standards Math - EL 101.8 Points Below Standards Math - Low SES 81.5 Points Below Standards Math - SpEd 153.7 Points Below Standards</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Below Standards CAASPP Math 2023-2024 Math - ALL Stu 63 Points Below Standards Math - EL 91 Points Below Standards Math - Low SES 71 Points Below Standards Math - SpEd 143 Points Below Standards</p>
<p>Math Interim Assessments (IABs)</p>	<p>During the 20-21 school year the Math IAB was administered and 46% of students were approaching, at or</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>The three-year desired outcome is 56% at grade level.</p>

	above grade level.				
STAR instructional Reading Level Scores	STAR Reading was assessed during the 2020-2021 school year and 30% of students are reading at or above grade level.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Three-year desired outcome is 40% reading at grade level.
English Language Proficiency (Dashboard)	According to the the California Dashboard, 41.4% of RP's English Learner students are making progress toward English proficiency.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The desired outcome is have 66% of English learner students making progress towards proficiency.
Reclassification	3.2 % students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the percentage of

Data					reclassified students to 10%.
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# Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Reading Intervention and Math	<p>Provide students with Reading Intervention and Math supports and a Reading Intervention Teacher.</p> <p>All level 1 &amp; 2 English Learner students reading below grade level will receive additional English Acquisition support with the Reading Interventions teacher.</p>	\$126,227.00	Yes
Action #2	English Language Learner	<p>Provide rigorous supplement California State standards-aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students).</p>	\$102,177.00	Yes

# Goal Analysis 2021-22

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Riverside Preparatory School will provide resources that promote social/emotional growth and parent/community partnerships.

An explanation of why the LEA has developed this goal.

Riverside Preparatory (RP) recognizes that students have needs that extend beyond the academic setting. In an effort to support our community and family partnerships, RP feels that it is essential to provide access to and communication about welfare services. Similarly, Riverside Preparatory knows that students need support socially and emotionally to become positively contributing members of the community.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

California Healthy Kids Survey	47% of students surveyed (grades 5, 7, 9, 11) responded that they feel safe at school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Have 60% of students feel safe at school.
Facilities Inspection Tool	The school has 100% of items inspected in Good repair.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of items inspected to be in Good repair.
Average Daily Attendance Rate	During the 2019-2020 school year Riverside Preparatory had a 95.4% attendance rate.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The desired outcome is to maintain a 95% or above attendance rate.
LCAP Parent Survey	68% of families feel that the school elicits their opinion in making	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The desired outcome is that 70% of families feel that the school elicits their opinion in



	decisions about their students' education.				making decisions about their students' education.
Suspension Rate	The Suspension rate for Riverside Prep 4.2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Desired outcome in three years is to be at or below 2.5%.
Expulsion Rate	The expulsion rate 0.15%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The outcome is to maintain below a 0.5% expulsion rate.
Chronic Absenteeism	For the 2019-2020 school year the Chronic Absenteeism rate was 12.3%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The outcome in three-years is to be at 6.3% or below.

# Actions

Action #	Title	Description	Total Funds	Contributor

Action #1	Social/Emotional Health Support	Ensure access to counseling through the support of the student services department. Access to student and family programs that address social emotional stress factors as well as physical health concerns.	\$826,941.00	Yes
Action #2	Community Engagement and After School Programs	Provide academic support opportunities for students in the community and after school programs.	\$422,786.00	Yes
Action #3	Community Engagement Activities	Provide students with field trips and community engagement.	\$5,000.00	Yes
Action #4	Transportation	Provide transportation to increase daily attendance and after school programs.	\$2,544,691.00	No

## Goal Analysis 2021-22

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math and English Language Arts.

An explanation of why the LEA has developed this goal.

Riverside Preparatory school recognizes for students to be successful in a rigorous standards-based core curriculum, they must be taught by highly qualified teachers. Riverside Preparatory school understands that for teachers to teach utilizing current research-based practices, they must be provided professional development training.

# Measuring and Reporting Results

					Desired
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Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Outcome for 2023-24
Implementation of State Standards: Professional Learning: CA State Standards	100% of Teachers trained in CA State Standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of teachers trained in CA State Standards
Highly Qualified & Certificated Teachers	< 1% of teachers working outside content area	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Have 100% of teachers as highly qualified.
EL Certified Teachers	100% teachers qualified to teacher English Language Learners	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Have 100% of teachers who are certified to teach EL students.

# Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Professional Development	All teachers and administrators will have ongoing and rigorous professional development in CCSS (Math and English Language Arts). All teachers will participate in professional development specific to ELD instruction.	\$94,000.00	Yes

Action #2	Coaching and New Teacher Support	All Teachers will have access to coaching and new teacher support training.	\$35,000.00	No
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# Goal Analysis 2021-22

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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Goal #	Description
Goal 4	To ensure college and career readiness, all students will have access to a broad course of study, increase concurrent (dual enrollment) and maintain high graduation rates.

### An explanation of why the LEA has developed this goal.

Riverside Preparatory School believes that dual enrollment opportunities provide students exposure to college and career opportunities.

Riverside Preparatory believes that schools' should provide all opportunities for students to be well-rounded. Not only does the school believe in a rigorous standards-based academic curriculum, but also in cultural and expressive enrichment.

Riverside Preparatory also believes that students' success rate in secondary completion hinges on the connections that students make to the school environment. Providing electives and interest opportunities to students from a young age will promote future participation in school activities.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
College Career Readiness	47% prepared	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% prepared
Graduation Rates	99.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain above 95%
Fine arts participation (grades TK-5)	100% participation (measured by master schedule)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% participation (measured by master schedule)

# Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Technology	Dedicated technology team that ensures the running of the electives-based programs, and they support the technology needs of students and staff beyond the classroom. Increased 1:1 devices for all students.	\$225,396.00	No
Action #2	Music and Art	Plan for extracurricular supplies and support.	\$560,282.00	No
Action #3	Dual Enrollment and College and Career Readiness	Provide opportunities for all students to take at least one dual enrollment class during high school for credits and exposure to college.	\$692,404.00	No

## Goal Analysis 2021-22

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

# 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
0%	\$0.00



# 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.

Goal one asserts the need for scaffolding and differentiation for students in special situations. Goal two plans for direct support for the social and emotional needs of students with specific attention to unduplicated students and their families. Goal three provides for professional development training to include training on foster youth, English learners, and low-income families. Goal three also provides for access to education and wellness information for these special populations. Goal four gives students access to technology and support, as well as exposure to the arts that are not traditionally provided in equal access in the real world.

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

Since we currently have no foster youth students, all services for this department are being run through the Director of Student Assistance, Welfare, and Attendance in the Oro Grande School District office and will modify under the direction of this position should we enroll foster youth.

For our English learners, we are expanding our ELD department to include specifically designated ELD support through the Reading Interventions Teacher. This teacher will support the reading fluency for all students in the RI program, but will specifically incorporate ELD standards for English Learners. Oro Grande Elementary has also created a plan to use the ELlevation online data and teacher support platform. All teachers will be trained in and utilize this program for best practices in teaching EL students, and progress monitoring of the District EL Portfolio. Oro Grande Elementary is piloting programs and curricula that take an asset-based approach to multilingualism and culture.

Low-income students are being supported by our school-wide free lunch grant that extends into 2023. Also, the school district is purchasing more transportation to accommodate students' abilities

to make it to school. The district provides technology (computers, one-to-one, and internet hotspots) to students to support their educational needs. Along with technology, the school has purchased a plethora of online educational support programs to provide equity in access to education.

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

Riverside Preparatory School currently has a very low number foster youth students, all services for this department are being run through the Director of Student Assistance, Welfare, and Attendance in the Oro Grande School Distric (that provides services to the charter) office and will modify under the direction of this position should we enroll foster youth.

For our English learners, we are expanding our ELD department to include specifically designated ELD support through the Reading Interventions Teacher. This teacher will support the reading fluency for all students in the RI program, but will specifically incorporate ELD standards for English Learners. Riverside Preparatory School has also created a plan to use the ELlevation online data and teacher support platform. All teachers will be trained in and utilize this program for best practices in teaching EL students, and progress monitoring of the District EL Portfolio. Riverside Preparatory School is piloting programs and curricula that take an asset-based approach to multilingualism and culture.

Low-income students are being supported by our school-wide free lunch grant that extends into 2023. Also, the school district is purchasing more transportation to accommodate students' abilities to make it to school. The district provides technology (computers, one-to-one, and internet hotspots) to students to support their educational needs. Along with technology, the school has purchased a plethora of online educational support programs to provide equity in access to education.

## Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
		Reading				English Language		

1	1	Intervention and Math		Yes	Schoolwide	Learners and Socio-economically Disadvantaged	Riverside Preparatory	On Going
1	2	English Language Learner		Yes	Schoolwide	Socio-economically disadvantaged English Language Learners	Riverside Preparatory	On Going
2	1	Social/Emotional Health Support		Yes	Schoolwide	English Language Learners, Socio-economically Disadvantaged	Riverside Preparatory	On Going
2	2	Community Engagement and After School Programs		Yes	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	On Going
2	3	Community Engagement Activities	Socioeconomic disadvantage	Yes	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	On Going
2	4	Transportation		No	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory School	On Going
3	1	Professional Development	Socio-economic disadvantage	Yes	Schoolwide	English Language Learners, Socio-economically Disadvantaged	Riverside Preparatory	On Going

3	2	Coaching and New Teacher Support		No	Schoolwide	Socio-economically disadvantaged, English Language Learners	Riverside Preparatory	On Going
4	1	Technology		No	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	Ongoing
4	2	Music and Art		No	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	Ongoing
4	3	Dual Enrollment and College and Career Readiness		No	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	Ongoing

## Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
77.34%			\$25,100.00				
68.68%			\$25,000.00				
76.10%			\$599,865.00				
64.52%			\$65,244.00				
0%			\$5,000.00				
52.41%			\$1,797,691.00				
0%			\$4,000.00				

0%			\$35,000.00				
75.60%			\$170,396.00				
98.93%			\$560,282.00				
70.69%			\$508,552.00				

## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Reading Intervention and Math		\$25,100.00	\$0.00	\$0.00	\$101,127.00	\$126,227.00
1	2	English Language Learner		\$25,000.00	\$0.00	\$0.00	\$77,177.00	\$102,177.00
2	1	Social/Emotional Health Support		\$599,865.00	\$0.00	\$0.00	\$227,076.00	\$826,941.00
2	2	Community Engagement and After School Programs		\$65,244.00	\$0.00	\$0.00	\$357,542.00	\$422,786.00
2	3	Community Engagement Activities	Socioeconomic disadvantage	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	4	Transportation		\$1,797,691.00	\$0.00	\$747,000.00	\$0.00	\$2,544,691.00
3	1	Professional Development	Socio-economic disadvantage	\$4,000.00	\$0.00	\$0.00	\$90,000.00	\$94,000.00
		Coaching						

3	2	and New Teacher Support		\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
4	1	Technology		\$170,396.00	\$0.00	\$0.00	\$55,000.00	\$225,396.00
4	2	Music and Art		\$560,282.00	\$0.00	\$0.00	\$0.00	\$560,282.00
4	3	Dual Enrollment and College and Career Readiness		\$508,552.00	\$0.00	\$97,500.00	\$86,352.00	\$692,404.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,796,130.00	\$0.00	\$844,500.00	\$994,274.00	\$5,634,904.00

Total Personnel	Total Non-Personnel
\$3,617,762.00	\$2,017,142.00

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reading Intervention and Math	Schoolwide	English Language Learners and Socio-economically	Riverside Preparatory	\$25,100.00	\$126,227.00

				Disadvantaged			
1	2	English Language Learner	Schoolwide	Socio-economically disadvantaged English Language Learners	Riverside Preparatory	\$25,000.00	\$102,177.00
2	1	Social/Emotional Health Support	Schoolwide	English Language Learners, Socio-economically Disadvantaged	Riverside Preparatory	\$599,865.00	\$826,941.00
2	2	Community Engagement and After School Programs	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	\$65,244.00	\$422,786.00
2	3	Community Engagement Activities	Schoolwide	Socio-economically disadvantaged	Riverside Preparatory	\$5,000.00	\$5,000.00
3	1	Professional Development	Schoolwide	English Language Learners, Socio-economically Disadvantaged	Riverside Preparatory	\$4,000.00	\$94,000.00

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>		
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00

<b>Schoolwide Total:</b>	\$724,209.00	\$1,577,131.00
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## Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

## Introduction and Instructions



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

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

notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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 perse 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 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 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 (2023-24)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

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

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved



services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

### ***Goal Analysis:***

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned

action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

## **Increased or Improved Services for Foster Youth, English Learners, and**

# Low-Income Students

## Purpose

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

## Requirements and Instructions

This section must be completed for each LCAP year.

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

***Percentage to Increase or Improve Services:*** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as

calculated pursuant to 5 CCR Section 15496(a)(7).

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:***

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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.
  - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).

- **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.