2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	NextGeneration STEAM Academy
CDS Code:	39 68486 0131789
LEA Contact Information:	Name: Brenda L Scholl Position: Executive Director Phone: 209--229--4736
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$7,671,694
LCFF Supplemental & Concentration Grants	$704,268
All Other State Funds	$792,000
All Local Funds	$44,293
All federal funds	$110,473
Total Projected Revenue	$8,618,460

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$6,871,690
Total Budgeted Expenditures in the LCAP	$5,735,133
Total Budgeted Expenditures for High Needs Students in the LCAP	$860,643
Expenditures not in the LCAP	$1,136,557

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$425,609
Actual Expenditures for High Needs Students in Learning Continuity Plan	$467,837

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$156,375
2020-21 Difference in Budgeted and Actual Expenditures	$42,228

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budgeted Expenditures not included in the LCAP include: • Salary and Benefits: Non-classroom based employees Special Education • Substitute costs: Teachers Instructional Aides, Campus Monitor • Facility Costs: Repairs

	• School wide student events costs • Special Education costs, depending on enrollment needs

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: NextGeneration STEAM Academy

CDS Code: 39 68486 0131789

School Year: 2021-22

LEA contact information:

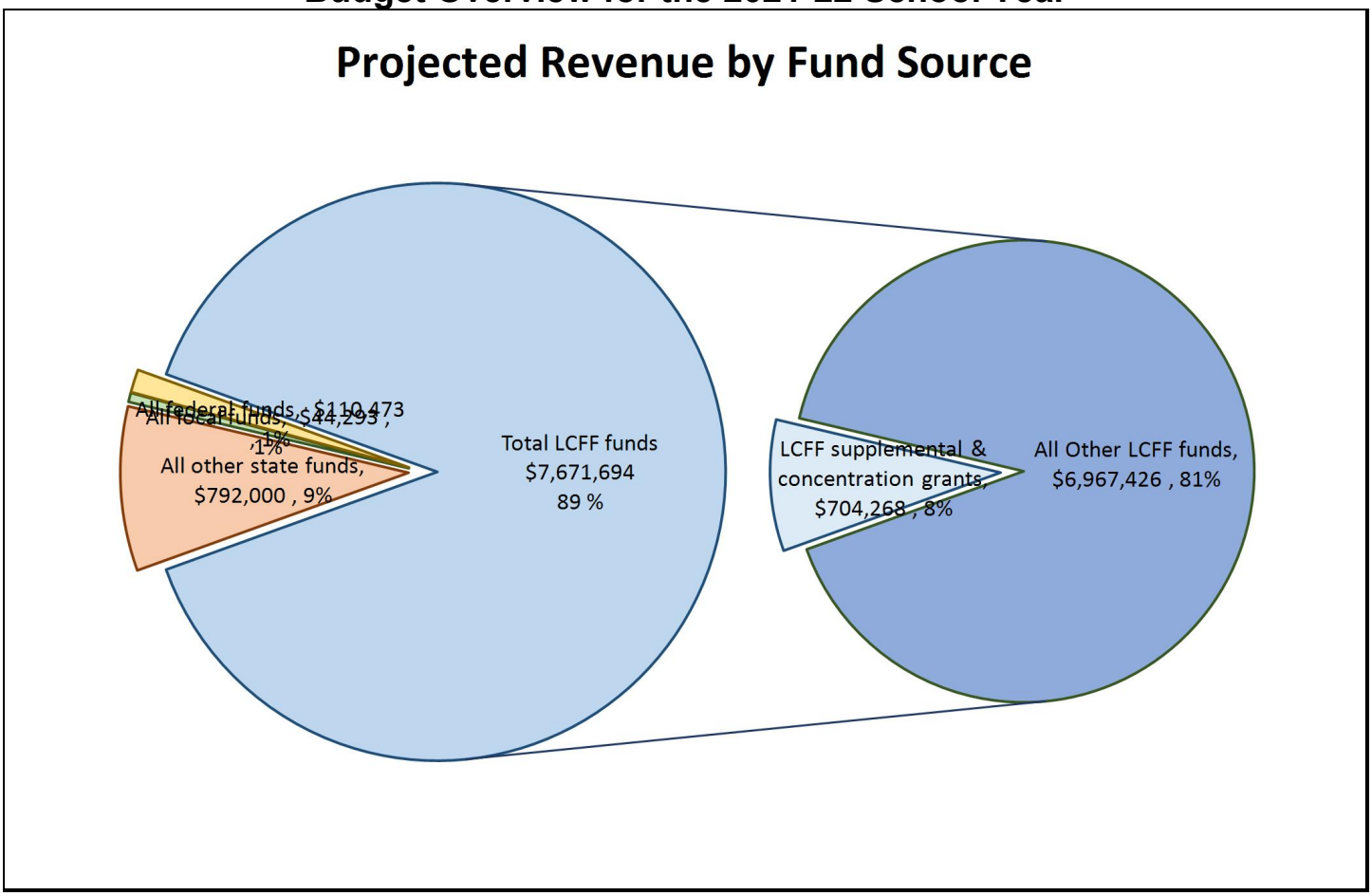
Brenda L Scholl

Executive Director

209--229--4736

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

Budget Overview for the 2021-22 School Year

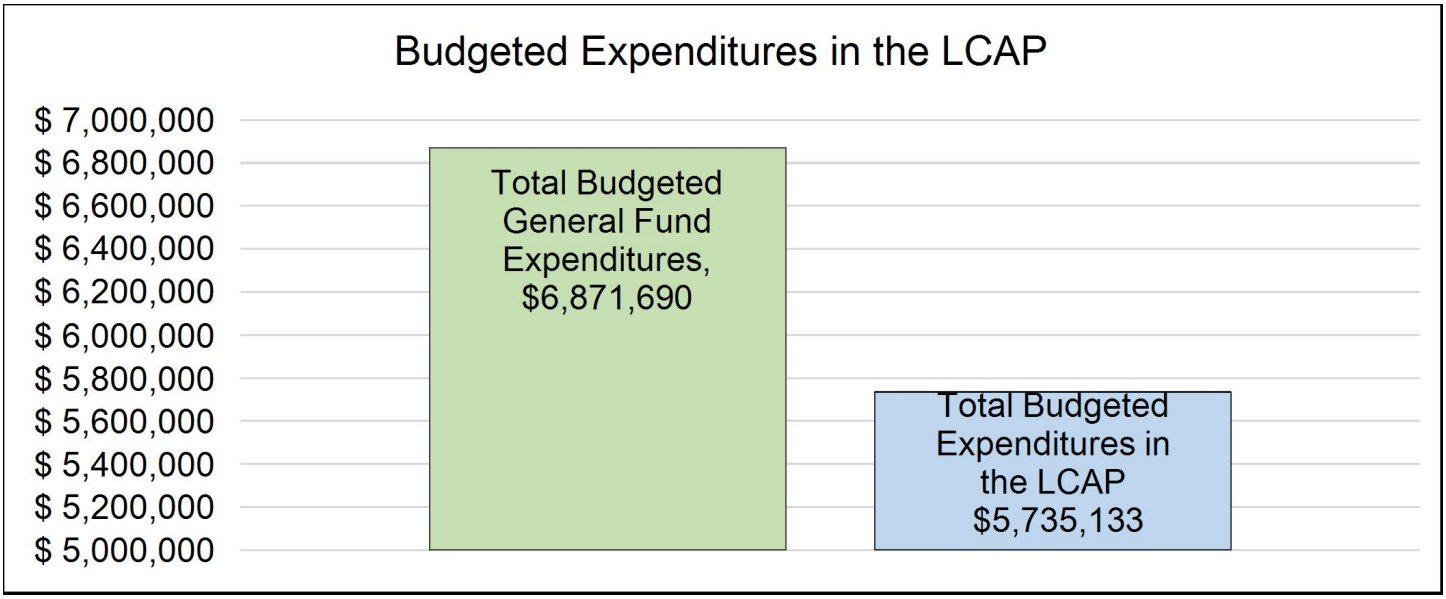


This chart shows the total general purpose revenue NextGeneration STEAM Academy expects to receive in the coming year from all sources.

The total revenue projected for NextGeneration STEAM Academy is $8,618,460, of which $7,671,694 is Local Control Funding Formula (LCFF), $792,000 is other state funds, $44,293 is local funds, and $110,473 is federal funds. Of the $7,671,694 in LCFF Funds, $704,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

NextGeneration STEAM Academy plans to spend $6,871,690 for the 2021-22 school year. Of that amount, $5,735,133 is tied to actions/services in the LCAP and $1,136,557 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budgeted Expenditures not included in the LCAP include:

- Salary and Benefits: Non-classroom based employees
Special Education

- Substitute costs: Teachers
Instructional Aides,
Campus Monitor

- Facility Costs: Repairs
- School wide student events costs
- Special Education costs, depending on enrollment needs

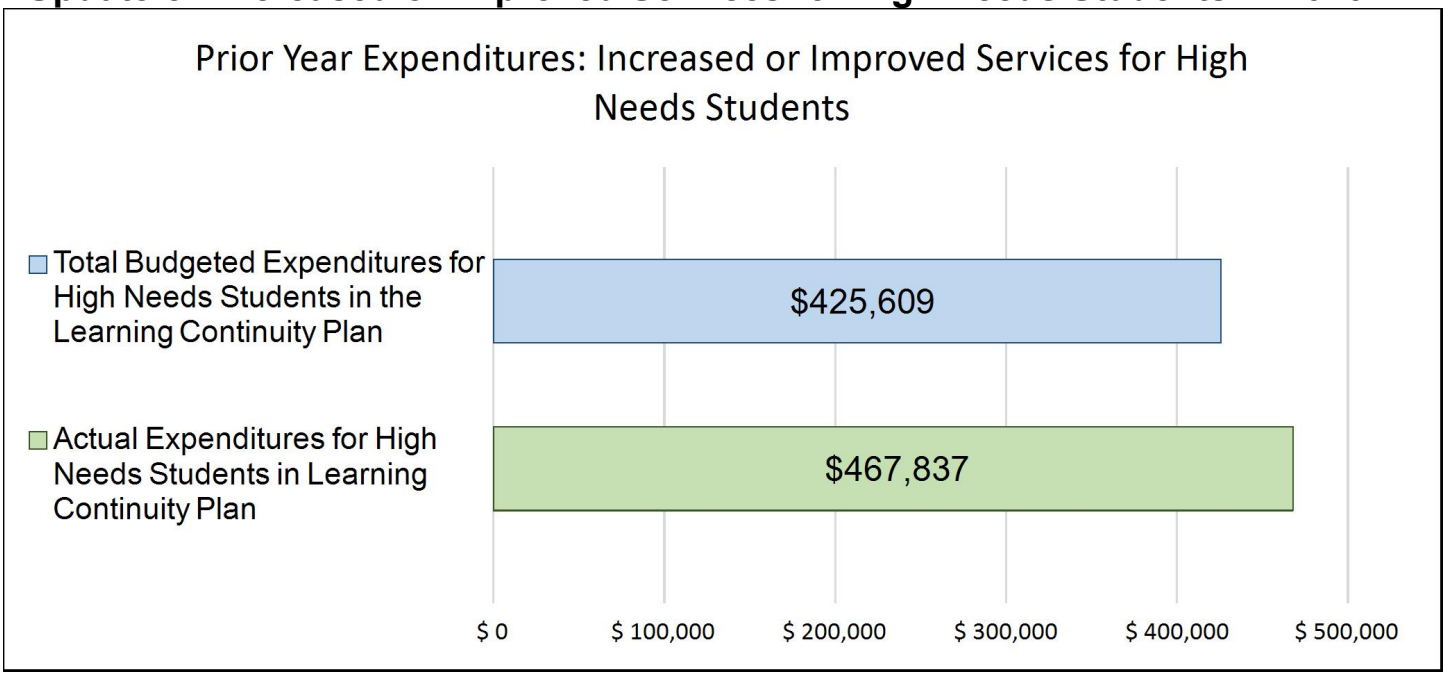
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, NextGeneration STEAM Academy is projecting it will receive $704,268 based on the enrollment of foster youth, English learner, and low-income students. NextGeneration STEAM Academy must describe how it intends to increase or improve services for high needs students in the LCAP.

NextGeneration STEAM Academy plans to spend $860,643 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, NextGeneration STEAM Academy's Learning Continuity Plan budgeted $425,609 for planned actions to increase or improve services for high needs students. NextGeneration STEAM Academy actually spent $467,837 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
NextGeneration STEAM Academy	Brenda L Scholl Executive Director	bscholl@riacademies.net 209--229--4736

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

Goal#1: The STEAM Academy will develop, sustain and enhance quality instructional programs. This will include enrichment opportunities to improve student performance, and to enable students to meet their personal, academic and college/ career goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 1: Basic Services A. Teachers appropriately assigned and fully credentialed B. Access to Instructional Materials C. Facilities are maintained	100% of teachers are appropriately assigned and fully credentialed in the subject areas, and for the students, they are teaching. Teachers are verified by the STEAM Academy internal audits of credentials. All students have sufficient access to standards-aligned instructional materials. New materials were purchased this year in the area of math and science.. All of the school facilities are maintained and in good repair. This information was verified by the Williams Report/FIT Report.

Expected	Actual
19-20 State Priority 1-Basic Services A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report and STEAM Academy internal audits of credentials B. 100% of students will have sufficient access to the standards-aligned instructional materials verified by the Williams Report C. 100% of school facilities will be maintained in good repair, verified by the Williams Report/FIT Report. **Baseline** 2016-17 At the start of the 2016-17 school year, 100% of teachers were appropriately assigned and fully credentialed teachers. (changed mid- year)	
Metric/Indicator State Priority 2: Implementation of State Standards A. Implementation of adopted standards B. How programs/services enable English Learners to access the CA state standards and the EL Standards. **19-20** State Priority 2: Implementation of State Standards A. 100% of students, including English Learners, will have access to Instructional materials that will be aligned to the Common Core and standards-based Curriculum, verified by the Williams Report. Training for teachers on the curriculum and teaching strategies will be verified by professional Development schedules/sign in	State Priority 2: Implementation of State Standards A. 100% of students, including English Learners, have access to Instructional materials that are aligned to the Common Core and standards-based Curriculum.. Teachers received training this year in their new ELA adoption, their new science adoption as well as on science strategies. These training were provided by the county office of education, as well as by various publishers. Training for teachers on curriculum and teaching strategies was verified by professional Development schedules/sign-in sheets/ and conference registrations. Teachers also received sight training during staff meetings and PLC days. The California Commission on Teacher Credentialing will credential 100% of the teachers employed by the STEAM Academy.

Expected	Actual
sheets/conference registrations. The California Commission on Teacher Credentialing will credential 100% of the teachers employed by the STEAM Academy B. STEAM Academy will provide English Learners both integrated and designated English Language Development instruction daily. An authorized teacher will teach standards-aligned materials, which are specifically designed and appropriate for EL instruction. This will enable students to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. STEAM Academy will provide these programs and services yearly, verified by MAP Scores, Imagine Learning and achievement reports. **Baseline** 2016-17 100% of teacher have access to CCSS aligned instructional materials in order to teach mandated state standards.	B. STEAM Academy provided English Learners both integrated and designated English Language Development instruction daily. An authorized teacher taught standards-aligned materials, which were specifically designed and appropriate for EL instruction. This enabled students to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. STEAM Academy will provides these programs and services yearly, verified by MAP Scores, Imagine Learning and achievement reports.
Metric/Indicator State Priority 4: Pupil Achievement A. State assessments B. CA State Dashboard C. A-G Completion. Requirements for entrance to UC/CSU or CRE Programs. D. Percentage of English Learner pupils that make progress toward English Proficiency. E. English Learner reclassification rate F. Percentage of pupils who passed AP exam. G. Percentage of pupils who demonstrated college preparedness on EAP.	State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replaced with the California School Dashboard. C. STEAM Academy is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. Increase the percentage of English Language Learners that will be reclassified, verified by the ELD Language skills Appraisal.

Expected	Actual
19-20 State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replaced with the California School Dashboard. C. STEAM Academy is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. Increase the percentage of English Language Learners that will be reclassified, verified by the ELD Language skills Appraisal. F. STEAM Academy is a K-8 District and does not participate in the Advanced Placement Examination. G. STEAM Academy is a k-8 school and does not participate in the Early Assessment Program.	F. STEAM Academy is a K-8 District and does not participate in the Advanced Placement Examination. G. STEAM Academy is a k-8 school and does not participate in the Early Assessment Program.
Metric/Indicator State Priority 5: Pupil Engagement A. School Attendance B. Chronic absenteeism C. Middle school dropout rate D. High school dropout rate E. High school graduation rate **19-20** A. Attendance rates will improve yearly, verified by CALPADS reports. B. Decrease chronic absenteeism rates, verified by CALPADS reports.	A. Attendance rates improved this year, verified by CALPADS reports. B. Chronic absenteeism rates were reduced with the help of our director of student services, verified by CALPADS reports. C.STEAM Academy maintained a 0% middle school dropout rate, verified by CALPADS reports. D. STEAM Academy is a K-8 school and does not calculate High school dropout rates. E. STEAM Academy is a K-8 school and does not calculate High school graduation rates

Expected	Actual
C. Maintain a 0% middle school dropout rate, verified by CALPADS reports. D. STEAM Academy is a K-8 school and does not calculate High school dropout rates. E. STEAM Academy is a K-8 school and does not calculate High school graduation rates	
Metric/Indicator State Priority 7: Course Access A. Abroad course of study B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and provided to individuals with exceptional needs **19-20** State Priority 7: Course Access A. All students will have access to and will be enrolled in a broad course of study Including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. STEAM Academy will continue to offer all students a board course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students will receive additional programs and services through pull-out programs, using approved supplemental programs such as; ELD- Imagine Learning and Teacher Aides to provide support in the classrooms. STEAM Academy will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority7A, students with exceptional needs will receive additional	State Priority 7: Course Access A. All students have had access to and are enrolled in a broad course of study Including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. STEAM Academy will continue to offer all students a broard course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students received additional programs and services through pull-out programs, using approved supplemental programs such as; ELD- Imagine Learning and Teacher Aides to provide support in the classrooms. STEAM Academy will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority7A, students with exceptional needs will receive additional programs and services through an onsite Resource Specialist and/or Speech and Language specialist, as outlined in the student's IEP. These services consisted of push in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs were provided for students based on the goals and objectives written in the students' IEP. STEAM Academy will continue to offer these programs and services, verified by class lists and SEIS data.

Expected	Actual
programs and services through an onsite Resource Specialist and/or Speech and Language specialist, as outlined in the student's IEP. These services consist of push in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. STEAM Academy will continue to offer these programs and services, verified by class lists and SEIS data.	
Metric/Indicator State Priority 8: Other Pupil Outcomes **19-20** State Priority 8: Other Pupil Outcomes A. 5th graders will attend Sea Lab B. All k-3 students will have robotics on a weekly basis C. All 5-8th graders will be involved in an elective rotation. D. All 4-8th graders will receive PE from a PE coach Participation will be verified by class rosters.	State Priority 8: Other Pupil Outcomes A. 5th graders were unable to attend Sea Lab due to Covid 19 school closures. B. All k-3 students had robotics on a weekly basis C. All 5-8th graders were involved in an elective rotation. D. All 4-8th graders received PE from a PE coach Participation was verified by class rosters.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase staffing as needed to improve services to all students	1000-1999: Certificated Personnel Salaries LCFF Base $1,732,395 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $78,318.51 2000-2999: Classified Personnel Salaries Title III $18,693.50	1000-1999: Certificated Personnel Salaries LCFF Base $1,618,149.71 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $104,164.31 2000-2999: Classified Personnel Salaries Title III $18,906

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,992 3000-3999: Employee Benefits LCFF Base $532,894.93 3000-3999: Employee Benefits LCFF Supplemental and Concentration $152,742.71	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $3,200 3000-3999: Employee Benefits LCFF Base $466,724.19 3000-3999: Employee Benefits LCFF Supplemental and Concentration $176,710.63
Continue to provide every student sufficient access to standards-aligned instruction and materials. Continue to implement state-adopted math, ELA, and ELD curriculum. Continue to research upcoming instructional material adoptions. All teachers will be supported in their implementation of state-adopted instructional materials. Technology upgrades and routine maintenance to support curriculum technology integration. A. Purchase and implement the state-adopted curriculum. B. Technology Upgrades/Devices C. Hapara - Learning Management Software D. Technology Support Position	4100 Approved Textbooks and Core Curricula Materials LCFF Base $209,200.00 4420 Computers and Computer Equipment LCFF Base $297,000.00 5310 Licenses and Fees LCFF Base $3,000.00 7500 District Oversight Fee LCFF Base $482,822.55	4100 Approved Textbooks and Core Curricula Materials LCFF Base $169, 046.69 4420 Computers and Computer Equipment LCFF Base $96,475.46 5310 Licenses and Fees LCFF Base $26,141.11 7500 District Oversight Fee LCFF Base $639,089.99
1-3 All student groups will meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards. A. Continue Renaissance Learning Accelerated Reader and STAR 360 assessment software. B. Continue ELA, Math online intervention software including Moby Max (Math, ELA, Science). C. Implement an electives program for students in upper grades, and a robotics program for students in k-3.	4300 Materials and Supplies LCFF Supplemental and Concentration $10,000 5000-5999: Services And Other Operating Expenditures LCFF Base $40,767.08	4300 Materials and Supplies LCFF Supplemental and Concentration $25,000 5000-5999: Services And Other Operating Expenditures LCFF Base $40,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the STEAM Academy will provide high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	4700 Food LCFF Supplemental and Concentration $52,967.87 4700 Food LCFF Base $46,971.50	4700 Food LCFF Supplemental and Concentration $632.42 4700 Food LCFF Base $0
Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide bilingual aide positions to support EL student learning F. ELD Tutoring	(Duplicate Expense; 1st Referenced in Goal 1, Action 1) 2000-2999: Classified Personnel Salaries Title III (Duplicate Expense; 1st Referenced in Goal 1, Action 1) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $12,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $6,441.60 4100 Approved Textbooks and Core Curricula Materials LCFF Supplemental and Concentration $15,000	2000-2999: Classified Personnel Salaries Title III 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $17,250 LCFF Supplemental and Concentration $5,400 4100 Approved Textbooks and Core Curricula Materials LCFF Supplemental and Concentration $9,919.96
1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on California State Standards, CCSS instructional strategies, assessment, NGSS, team building and technology integration.	5210 Travel LCFF Base $1,000.00 5220 Conference, Convention, Meeting LCFF Base $9,000.80 5840 Professional Development LCFF Base $38,422.30 5840 Professional Development Title II $13,377.70	5210 Travel LCFF Base $1,568.22 5220 Conference, Convention, Meeting LCFF Base 4,878.93 5840 Professional Development LCFF Base $31,172.23 5840 Professional Development Title II $13,377.70

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5840 Professional Development LCFF Supplemental and Concentration $1,200	5840 Professional Development LCFF Supplemental and Concentration $1,200
1-7 Increase attendance rate and maintain. A. Attendance Clerk/Receptionist B. Attendance Student Incentives	Books and Other Reference Materials (Duplicate Expense; 1st Referenced in Goal 1, Action 1) 2000-2999: Classified Personnel Salaries LCFF Base 4200 Books and Other Reference Materials LCFF Base $1,000	2000-2999: Classified Personnel Salaries LCFF Base 4200 Books and Other Reference Materials LCFF Base $1,000
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events D.. Student Assemblies E. TOPS Scientist F. Science Camp/ Sea Lab	4300 Materials and Supplies LCFF Base $27,182.00 5240 Field Trip LCFF Base $29,828.74	4300 Materials and Supplies LCFF Base $0 5240 Field Trip LCFF Base $22,222.31
1-9 SPED Reinforcement Programs A. Iwords software B. Starfall math/Accelerated math	(Duplicate Expense; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees LCFF Base	(Duplicate Expense; 1st Referenced in Goal 1, Action 2) LCFF Base
1-13 Provide transportation service to students to access educational services.	5800 Other Services & Operating Expenses LCFF Base $37,600.00 5800 Other Services & Operating Expenses LCFF Supplemental and Concentration $42,400.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 43,1473.35 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $42,000

Goal Analysis

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

The only actions and services that were not implemented were student functions due to the pandemic. Our students did not have the opportunity to attend science camp, or sea lab.

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

The STEAM Academy provided every student sufficient access to standards-aligned instruction and materials. We implemented state-adopted math, ELA, and ELD curriculum, and we continued to research new instructional material adoptions. All teachers were supported in their implementation of state-adopted instructional materials, as well as supported in their switch to distance learning. Technology was purchased at the beginning of the year to support instruction, with more technology being purchased in March to support distance learning.

Foodservice continued to provide breakfast and lunch for our students even though the pandemic. The food service department saw substantial growth during the pandemic, to meet the need of increased meals.

The ELD coordinator and the SPED team worked diligently this year to meet the needs of our students through our on-campus and distance learning environments. All testing and meetings for SPED and EL students still took place, both virtually and in person, while our teachers provided learning opportunities for all of our students throughout the school year.

One of the biggest successes for the STEAM Academy had to do with our increase in student attendance. The school won the county attendance award for having an average attendance rate of 98%.

STEAM Academy had many successes during the 2019-2020 school year. Although we were unable to send our students to science camp and sea lab due to the Pandemic, we were able to meet our other goals. All students in grades K-8 received robotics and coding on a weekly basis from a designated robotics teacher. The 5th-8th grade students were also involved in an elective rotation on a daily basis. The electives rotation exposed students to a variety of elective classes that were based on student interest. The electives were stopped in March when the school went to distance learning. K-8 students were also exposed to a PE elective program, while all students 4-8th grade were involved in a twice-weekly PE program with a PE instructor. The PE instructor provided asynchronous activities for students during the March Pandemic.

Goal 2

Goal #2: The STEAM Academy will provide a safe and welcoming learning environment for students, parents, and staff that will foster and strengthen academic and behavioral excellence at home and at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Measured through PD schedule and/or PD sign-in logs. **19-20** Priority 6: School Climate A. Suspension rates will decrease yearly for all students and subgroups of students, verified by CALPADS reports B. Maintain a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.	Priority 6: School Climate A. Suspension rates decreased for all students and subgroups of students, verified by CALPADS reports B. Maintained a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improved climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster. This was an area with many moving parts. We worked on student climate and moral, by implementing a new mascot, changing the school colors, and adding colorful games on the playground. For teachers and staff, we implemented more communication, as well as fun incentives during staff meetings to increase school culture.

Expected	Actual
Baseline 2016-17 100% of teachers at NGSA received training in use of PBL. Teachers received minimal training in 21st Century Skills during the PBL PD, the Prime Math program, and the Every Monday Matters conference.	
Metric/Indicator Measured through teacher lesson plans, classroom observations, reflections submitted by teachers, and/or stakeholder surveys. **19-20** Every pupil will have access to PBL and 21st Century Skills in STEAM content areas. **Baseline** 2017-2018 Every pupil has access to PBL and 21st Century Skills lessons and activities in STEAM content areas.	Every pupil had access to PBL and 21st Century Skills in STEAM content areas.
Metric/Indicator Measured through sign in sheets **19-20** State Priority 3: Parent Involvement A. Increase parent participation, verified by participation sign in sheets, SIS Parent Portal Enrollment, school calendar Parents of STEAM Academy students are given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent Teacher Association (PTA) • LCAP Committee • Classroom volunteers • A number of other community and school based events	Parent Involvement was increased this year. A. Increase parent participation, can be verified by participation sign-in sheets, SIS Parent Portal Enrollment, and attendance at events. Parents of STEAM Academy students were given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent-Teacher Association (PTA) • LCAP Committee • Classroom volunteers • A number of other community and school-based events • Parents were encouraged to use the District Parent Portal

Expected	Actual
• Parents are encouraged to use the District Parent Portal STEAM Academy will continue to expand approaches to Communication with parents, including the school website, Facebook page, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils are encouraged to participate in the ELAC parent group verified by sign in sheets • Increase parent participation in ELAC meetings, Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated students as verified by participation sign in sheets. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP processes. • Maintain parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings **Baseline** Parent participation was limited, and was not tracked.	STEAM Academy continued to expand approaches to Communication with parents, including the school website, Facebook page, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils were encouraged to participate in the ELAC parent group verified by sign-in sheets • Increase parent participation in ELAC meetings, Parent Club activities/fundraising, verified by sign-in sheets, school calendar. • Increase parent involvement for parents of unduplicated students as verified by participation sign-in sheets. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP processes. • Maintained parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2-1 Student Behavior/ Anti-Bullying Program A. “Character Counts”- Anti-Bullying Program B. Student Assembly on Bullying	4300 Materials and Supplies Title IV $10,000 (Duplicate Expenditure; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees LCFF Base	4300 Materials and Supplies Title IV 9397.50 (Duplicate Expenditure; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C. Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Staff will implement restorative justice circles	4300 Materials and Supplies LCFF Supplemental and Concentration $10,000	4300 Materials and Supplies LCFF Supplemental and Concentration $10,000
2-2 Counseling services delivered as needed to students at risk.	5800 Other Services & Operating Expenses LCFF Base $13,333.00 5800 Other Services & Operating Expenses LCFF Supplemental and Concentration $6,667.00	5800 Other Services & Operating Expenses LCFF Base $13,000.00 5800 Other Services & Operating Expenses LCFF Supplemental and Concentration $2,949
2-3 Nursing Services A. Nurse B. Materials and Supplies	7500 District Oversight Fee (Duplicate Expenditure; 1st Referenced in Goal 1, Action 2) LCFF Base	7500 District Oversight Fee (Duplicate Expenditure; 1st Referenced in Goal 1, Action 2) LCFF Base
2-4- Health education- Physical Education Program Curriculum/Equiptment	4300 Materials and Supplies LCFF Base $10,000 4400 Noncapitalized Equipment LCFF Base $25,000	4300 Materials and Supplies LCFF Base $3282.19 4400 Noncapitalized Equipment LCFF Base $26,227.00
3-1 Provide resources for a “Parent Involvement Program,” so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Meet the Teacher Night, Open House, Parent Conferences, Continue and expand approaches to communicate with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal, social media, school movie nights, parent/student planners, Survey Monkey. Explore other opportunities for parents to become more involved in their child’s education.	(Duplicate Expense; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees LCFF Base 4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,000	Duplicate Expense; 1st Referenced in Goal 1, Action 2) 5310 Licenses and Fees LCFF Base 4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,800

Goal Analysis

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

All actions and services were implemented during the 2019-2020 school year to support students, families, teachers and staff. The only discrepancy was that due to the pandemic, all funds were not utilized in the area of materials and supplies. Materials and supplies were purchased in October of the following year to support a return to on campus learning. Supplies were purchased for all students.

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

Character Counts- Our character counts and anti-bullying programs were fully implemented from August through March. When students transitioned to distance learning, the programs were implemented in a different manner, with teachers, through weekly distance learning lessons.

Counseling Services- Counseling services became even more important during the pandemic. We found that there was an increased need for students to speak with adults regarding stressors in their lives and in their environments. School counselors became very creative in their ability to deliver services to students both online and in person.

Nursing Services- We were very fortunate to have a school nurse twice a week for our students. The nurse became a critical part of our success as the school learned to navigate the pandemic. The school nurse was instrumental in communicating health and virus information to parents and staff, as well as in advising the school on proper procedures for cleaning and wearing PPE.

Parent Involvement- Parent involvement was on track until March, at which time, all in-person parent involvement stopped. The school was able to shift parent club and site council meetings to online allowing the school to still receive vital parent feedback on school programs and procedures.

Goal 3

Improve student performance annually on the Smarter Balanced Assessment and/or CELDT testing.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Measured through SBAC and internal benchmark assessments. **19-20** This outcome has been incorporated into other areas. **Baseline** 2016 SBAC ELA: In 2016, 49% of students either met or exceeded standards while 51% of students either nearly met or did not meet standards. Math: In 2016, 37% of students either met or exceeded standards while 62% of students either nearly met or did not meet standards.	This outcome has been incorporated into other areas.
Metric/Indicator Measured through CELDT/ELPAC data and/or the reclassification rate. **19-20**	This outcome has been incorporated into other areas.

Expected	Actual
This outcome has been incorporated into other areas. **Baseline** The percentage of RFEP students was 8.8.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This is no longer an action item, as the outcomes have been incorporated into other areas.	NA NA	NA NA
This action has been incorporated into Goal #1.	NA NA NA	NA NA NA
This action is being incorporated into Goal #1.	NA	NA

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase Nursing Services	$37,000	$40,000	Yes
Safety and Cleaning Supplies	$10,771	$9,094.38	No
Instructional Aide Hours	$31,454	$39,020.34	Yes
At home manipulate kits	$7,000	$0	Yes
Supplemental Intervention Programs	$13,410	$16,500	Yes
Computer Devices	$305,000	$337,187	Yes

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.

The 2019-2020 school year saw no substantive differences between the planned actions and the budgeted expenditures for in person instruction until March of 2020. As of March 13th the school was put on a distance learning model due to COVID-19 pandemic. The school did not return to in person instruction the remainder of the 2019-2020 school year. While on distance learning, the school saw an increase in instructional aide hours, specifically for special education students. There was also an increase in cleaning and safety supplies, as well as an increase in technology and supplies.

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year has presented many successes and many challenges. We began the school year providing instruction through a Distance Learning model with the hope that we would be able to bring students back to campus as soon as it was safe and feasible. We were able to welcome students back on campus for In-Person Instruction on November 2, 2020, grades K-3 and

November 9, 2020, for the remaining grades, 4-8. Families had the option of choosing to return to In-Person Instruction on campus or to continue with Distance-Learning remotely at home. There were strict protocols put in place for the safety of students and staff with the goal of remaining open without a COVID-19 outbreak. The brief time that we were able to have students back on campus was very successful and students thrived while here. We had very few positive COVID-19 cases during the 3 weeks we were open. Although we had few cases, we chose to have extended quarantining requirements for siblings that led to more classes needing to shut down than we would have liked. Parents also requested to change their instruction option (back to Distance-Learning) as more classes were quarantined due to possible exposures and because of the increasing number of positive cases in our county. Because we felt compelled to honor parent requests, the model we had built, based on earlier preferences, was not able to be sustained. With students switching back to Distance Learning we had classes that were growing too large for Teachers to manage and teach effectively. Because of this, increased cases within the county and that the county returned to the purple tier, we chose to have the entire school switch back to Distance Learning following the Thanksgiving Break, on November 30, 2020, until further notice.

As we enter the end of March 2021, we are again getting ready to bring students back to campus for In-Person Instruction on April 6th. Again, all families were surveyed and given a choice if they wanted their student(s) to return to campus or remain on Distance Learning. Based on what we learned from our previous experience in the fall we changed our Instructional Model, where every teacher is doing both in-person and remote instruction. This will allow for students to move from one option to the other, given space if a parent chooses without impacting the class numbers of another class or causing a student to need to change teachers in order to accommodate a parent request. We understand that asking teachers to provide both modes of instruction will be taxing, we also agree that it is the best option for our students at this time. Again, as we prepare to re-open, we have strict protocols in place for the safety of students and staff with the goal of remaining open without a COVID-19 outbreak. Guidance from Public Health and the State have changed throughout the pandemic, and we have adapted our plans to meet those guidelines and requirements. Our goal is to remain on campus, providing In-Person Instruction through the remainder of the school year on June 3, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development: SIS trainings, Math training, Socio-emotional training	$5,000	$4,500	Yes
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	$995	$3,180	Yes

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.

Professional Development: In the area of professional development for our SIS system, costs were low, as we implemented a new SIS program this school year, and costs of training were included in the cost of the new program. Costs for math training were also split across the academies and were lower than single school training.

Connectivity-Access to devices and connectivity was an area that the STEAM Academy was prepared to supplement for our students and families. The major difference between our planned actions and our budgeted expenditures was that many more parents needed connectivity (hot spot) devices than anticipated.

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.

Continuity of Instruction: As a one-one device school, students are used to accessing their curriculum through their Chromebook or iPad at STEAM Academy, this was not a significant change for us and allowed students to have on-going access to their instructional materials whether they are participating in Distance Learning, On-site instruction or both. Instruction continuity was successful with stage and students easily adapting to the various changes throughout the year. Teachers were able to use programs to push out additional content, as needed, either the whole class or to groups of students. Our weekly instructional staff meetings as a whole, and

also in grade level/span meetings where needs of students, technology, and instructional materials to ensure high-level instruction is being provided for their classes were discussed enabled instruction to continue throughout the school year.

Access to Devices and Connectivity: Surveys of families were done at the end of Distance Learning in the 19-20 school year, and again at the start of the 20-21 school year to gather data on the connectivity of homes of our students to determine whether this is an issue for our community, and also to determine what support may be needed if it is an issue. Through the gathered responses we determined this is not a current issue for our population. We continued to monitor connectivity throughout Distance Learning to ensure that students were able to connect to our systems and gain access to daily instruction. Hot Spots were checked out to families that contacted the school to let them know that they were having connectivity issues and needed support. Daily tech support continued to be available for families who experienced issues with school-issued devices at the school site throughout the school year. Families were kept up to date with this support through continual school messaging in emails, websites, and school newsletters.

Pupil Participation and Progress: All students received daily instruction through a combination of live online contact synchronous and asynchronous instruction, meeting the daily instructional minutes required by the state. Attendance was taken daily through our Student Information System, with daily presence, participation, and engagement recorded for each student by classroom teachers. Communication with Administration and Parents occurred whenever lack of attendance, participation, or work quality/quantity differed from the students' normal patterns, or if the student became at risk for not meeting grade-level expectations.

DL Professional Development: All STEAM Academy teachers participated in 8 Professional Development Days prior to the start of school to train specifically on our Distance Learning Platform, our new Student Information System, and Distance Learning programs. River Islands Academies continued to have weekly Professional Development for 3 hours where we continued to learn how to adapt the many programs, services, and processes we usually offered in-person to an online platform. Some of the time was spent with outside trainers, there was also significant time provided for meaningful collaboration between grade level and grade span partners.

Staff Roles/Responsibilities: Every staff member had their role affected in some way by COVID-19 and Distance Learning. The two departments that were the most impacted were the school nurse and our contracted food service department. The school nurse juggled her duties for the school, with those of the county office of education and the health department. The food service department had to switch all of their on-campus meals to a meal delivery system. At the peak, food service was preparing and distributing over 1,200 meals every two days.

Support for Pupils with Unique Needs: STEAM Academy staff used a variety of supports to meet the needs of all students. On-line programs were utilized with our EL students to help build language and break-out sessions were provided by teachers and/or instructional aides to provide additional support as needed. Pupils with exceptional needs were supported by General Education Instruction, and services from the Educational Specialists and instructional aides who pushed into their zoom/virtual classes when appropriate and provided pull-out individualized small group instruction during different times to make sure all IEP requirements are being met. This was a challenge at times, trying to coordinate with nine grade levels and various teachers, as the special education

team worked hard to provide the services within students' IEPs, but also tried to do it in a manner that didn't impact their general education class sessions whenever possible.

On-going socio-emotional check-ins were done weekly with students on the SPED caseload. A social interactions group was offered by our Speech Teacher when determined to be appropriate. Therapy and Counseling services were offered as needed and arranged on an individual basis through the school-based referral process.

Students in foster care were supported by classroom teachers and school staff who assessed needs, made referrals, followed up on needs, and provide emotional support as it was needed.

There were no known homeless students enrolled during the 2020-21 school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	$7,000	$0	Yes
Imagine Learning program that will be used with EL students weekly to provide targeted English Language Delvelopment instruction	$8,250	$8,250	Yes
Instructional Aides: used to help teachers monitor student participation and progress during instruction, and to provide additional learning spaces through either individual or small group break-out sessions.	$8,000	$18,000	Yes
Beyond SST: an on-line system that allows tracking of intervention strategies being used for students who have been identified at-risk of learning loss. It enables the communication of the parties involved on the learning team (teacher, administrators, specialists, parents and students if warranted) to be documented to create a record of intervention	$2,500	$1,200	Yes

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.

The 2020-2021 school year saw substantive differences between the planned actions and the budgeted expenditures for actions related to pupil learning loss. The largest difference in this year's expenditures was in the area of instructional aides. In order to address pupil learning loss, it was important to provide instructional aides that could monitor small groups of students, and provide individualized instruction. This increase was $10,000 above anticipated costs. When students returned to the site in November, the STEAM Academy made significant purchases in materials and supplies for all on campus students but did not expend the $7,000 for at-home manipulative kits, as teachers were able to send supplies that had already been purchased. The Beyond SST program was purchased at savings, as the cost was split between the district and the school.

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.

STEAM Academy used several methods to measure, track and remediate pupil learning loss identified as result of COVID-19 during the 2019-20 and 2020-21 school years. The actions/services indicated above were utilized to track and measure student progress to determine student needs throughout the school year. Our intervention programs were pushed out to more students during this time, and additional services were offered this school year to accommodate the need for extra support. It was a challenge at times to get students to participate in additional services that were offered, which we determined to be a result of students being 'tired' of being on-line once their daily instruction was done.

Teachers continued to use a small group intervention session at the end of each day to work with small groups with the goal of remediating skills and concepts that students needed. Again, depending on the grade level, participation in this additional time varied.

We continued to use MAP testing throughout the school year and analyzed results as classes, grade levels and whole school when the data came in. This too provided mixed results. Teachers wondered about the validity of the scores based on students completing assessments remotely, which limited the teacher's supervision of the process. Some students produced higher scores during distance learning, while others had scores that were lower than their typical performance.

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 Staff worked hard to establish strong trusting relationships between students, families and school throughout the year. Teachers had daily contact with students and monitored their wellbeing as best as they are able to in a remote virtual environment. The STEAM Academy contracted for the service of a Therapist, a Counselor, and a School Nurse for the 2020-21 school year. Staff was trained on the referral process, and the documentation that is needed, in order to access these services when they determined a student was in need.

Students who are on IEPs with Therapy services included, continued to have virtual therapy sessions as agreed upon by their IEP team.

Counseling sessions were scheduled based on student need and referral. They occurred virtually during distance learning and were offered in individual and group session settings as appropriate. The school counselor reached out to students who were received therapy last school year (19-20) to do a check-in and assess whether or not they should continue with the support/therapy they had previously received last school year. These assessments were used to build the case load of students.

The school nurse worked with families with known medical situations that required support, as well as continued to seek out those students who have medical needs not already identified. She worked with school staff to develop plans for when students are on campus to ensure that safety protocols are followed and maintained for all parties.

Professional Development for Socio-emotional health was researched and provided to staff. Additional resources were researched and provided upon request by staff members.

As with all services provided remotely, addressing the socio-emotional needs of students has built in challenges. It is simply easier to ensure that students participate at arranged times for services, and it is easier to identify if a student is in a crisis situation that needs immediate attention when all of the parties are in person. There were times when students missed sessions because they didn't log-in at assigned time for various reasons. When this occurred, students and parents were always followed up with and plans were put in place to ensure participation. Teachers worked constantly to connect and check in with all students and did their very best to identify any student who needed services as soon as they could.

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.

The STEAM Academy worked diligently to follow all of the pupil and engagement outreach processes throughout distance-learning. Office staff reached out to families when students were absent to record the reasons for missing school. Teachers worked with students and families to provide additional time for assignments or support for students who were absent from class. There was not a great need for administration to get involved with attendance follow up due to non-response from initial contacts made by the office and/or teachers. Most families were responsive and communicated when students were absent. Students had ups and downs throughout Distance Learning, especially as we get closer to the end of the school year. Students are tired and ready to return to a more normalized delivery of instructions. They had worked hard throughout the year, and teachers and staff have worked right along with them to address the ups and downs as they came.

There were a number of SSTs scheduled as a result of attendance issues that we have not necessarily seen in the past. Teachers were very on top of their student's presence and level of engagement and devised many plans to address underlying issues for the cause in increased absences whenever possible. RIA developed a detailed plan to address pupil and family engagement with the level of intervention and support growing as needed. Overall teachers were able to work with students to get them re-engaged and back on track when needed, without a lot of administrative support.

Analysis of School Nutrition

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

During Distance Learning, meals were provided to students through the use of Banta Elementary School District (BESD) food service program. The system was a grab and go system with families driving to pick up five day's worth of meals for both breakfast and lunch. Food services began the year by distributing all meals to families twice a week but shifted to offering all grab and go meals once a week. This change required fewer staff members to distribute meals. Families were asked to complete a survey to pre-order meals for pick up. Most families complete the survey accordingly, but at times, some families showed up without placing an order for grab and go meals. The food service staff was always able to provide these families meals, even without their pre-orders submitted. Our food service program was been able to successfully serve large amounts of students with a smaller staff through the duration of Distance Learning. All food service staff was provided with the opportunity to become fully vaccinated once available to School employees in San Joaquin County.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Materials and Supplies for corresponding with students to maintain connections between school/teacher and student, and to check on student's mental well-being.	$5,000.00	$3775	No

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 were no substantive differences between the planned actions and the budgeted expenditures. Materials and supplies were provided and used by staff to make on-going connections to students both during class and outside of the school day. Teachers worked hard to acknowledge students for positive behavior and academic work. Making connections through mail, and additional virtual sessions enabled the teachers to boost students and their socio-emotional health, and make more typical student-teacher interactions that students are used to at RiTechA.

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.

One of the most valuable lessons learned throughout this school year during both distance and in-person learning was the affirmation of the importance of student-teacher-family relationships and connections. Teachers at the STEAM Academy have always worked hard to foster these relationships through in-person contact, emails and phone calls to create cohesive teams working towards common goals for students. Distance Learning challenged our usual practices, but it was amazing to see how teachers adapted to continue to establish connections, learning about their students and create learning environments with the best interests of their students in mind. Teacher worried about when students struggled, and tirelessly implemented programs, and used strategies to make the best instructional program possible every single day.

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

Pupil Learning Loss will continue to be assessed throughout the years by our regular school-wide assessment process determining student performance levels 3 times a year, and through the on-going use of weekly assessment done by classroom teachers. The 2021-24 LCAP includes additional staff to provide interventions and supports for students who are identified in need of closing learning

loss gaps. School-wide tutoring will be provided weekly by each classroom teacher, again to work on specific needs of the students in their classrooms.

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 no substantive differences between what was planned, and what was implemented.

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.

Our overall analysis of student outcomes from the 2019-20 school year is that students finished strong and engaged in their daily instruction. Teachers quickly implanted an exemplar distance learning program to finish up the school year. We did not have end of the year assessment data that we usually have to provide us with an academic measure used to compare student progress and performance year to year. When we administered the school-wide assessment MAP, to students in 20-21, results gained showed students performing at comparative levels to those we have received through the state developed assessments typically given. Students have continued to work hard throughout the 20-21 school year, and teachers have delivered grade level curriculum, and provided instructional supports to students as needs came to light. We will offer an extended Summer Bridge session to identified students to work at closing any learning gaps here at the end of the year. We will continue to use local and state assessment data throughout the next school year to track and monitor student performance and address learning loss. Supplemental actions have been put in place to continue to address learning loss with the use of state and federal funds, in addition to general funds in 21-22 ELO and LCAP. Additional staff will be used to continue to maintain smaller class sizes, provide interventions and work with small groups. This staff will be put in place as a direct reflection of 19-20 and 20-21 student performance to address any learning loss or socio-emotional needs moving forward as we begin to return to a more typical model of instruction.

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.

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.

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.

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.

- 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.

- 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.

- 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.

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	3,975,218.79	3,864,312.21
LCFF Base	3,537,417.90	3,463,404.69
LCFF Supplemental and Concentration	395,729.69	359,226.32
Title II	13,377.70	13,377.70
Title III	18,693.50	18,906.00
Title IV	10,000.00	9,397.50

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	3,975,218.79	3,864,312.21
	1,029,972.66	768,120.37
1000-1999: Certificated Personnel Salaries	1,732,395.00	1,618,149.71
2000-2999: Classified Personnel Salaries	106,445.61	126,270.31
3000-3999: Employee Benefits	685,637.64	643,434.82
4000-4999: Books And Supplies	5,000.00	2,800.00
4420 Computers and Computer Equipment	297,000.00	96,475.46
5000-5999: Services And Other Operating Expenditures	52,767.08	57,250.00
5210 Travel	1,000.00	1,568.22
5220 Conference, Convention, Meeting	9,000.80	4,878.93
5310 Licenses and Fees	3,000.00	26,141.11
5800: Professional/Consulting Services And Operating Expenditures	0.00	473,473.35
5840 Professional Development	53,000.00	45,749.93

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,975,218.79	3,864,312.21
	LCFF Base	882,937.79	704,821.49
	LCFF Supplemental and Concentration	137,034.87	53,901.38
	Title IV	10,000.00	9,397.50
1000-1999: Certificated Personnel Salaries	LCFF Base	1,732,395.00	1,618,149.71
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	87,752.11	107,364.31
2000-2999: Classified Personnel Salaries	Title III	18,693.50	18,906.00
3000-3999: Employee Benefits	LCFF Base	532,894.93	466,724.19
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	152,742.71	176,710.63
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	5,000.00	2,800.00
4420 Computers and Computer Equipment	LCFF Base	297,000.00	96,475.46
5000-5999: Services And Other Operating Expenditures	LCFF Base	40,767.08	40,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	12,000.00	17,250.00
5210 Travel	LCFF Base	1,000.00	1,568.22
5220 Conference, Convention, Meeting	LCFF Base	9,000.80	4,878.93
5310 Licenses and Fees	LCFF Base	3,000.00	26,141.11
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	473,473.35
5840 Professional Development	LCFF Base	38,422.30	31,172.23
5840 Professional Development	LCFF Supplemental and Concentration	1,200.00	1,200.00
5840 Professional Development	Title II	13,377.70	13,377.70
		0.00	13,377.70

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	3,895,218.79	3,796,656.52
Goal 2	80,000.00	67,655.69
Goal 3	0	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$404,635.00	$441,801.72
Distance Learning Program	$5,995.00	$7,680.00
Pupil Learning Loss	$25,750.00	$27,450.00
Additional Actions and Plan Requirements	$5,000.00	$3,775.00
All Expenditures in Learning Continuity and Attendance Plan	$441,380.00	$480,706.72

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,771.00	$9,094.38
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$5,000.00	$3,775.00
All Expenditures in Learning Continuity and Attendance Plan	$15,771.00	$12,869.38

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$393,864.00	$432,707.34
Distance Learning Program	$5,995.00	$7,680.00
Pupil Learning Loss	$25,750.00	$27,450.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$425,609.00	$467,837.34

Local Control 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
NextGeneration STEAM Academy	Brenda L Scholl Executive Director	bscholl@riacademies.net 209--229--4736

Plan Summary [2021-22]

General Information

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

STEAM Academy is a directly-funded charter school that serves students in grades TK--8 in the surrounding neighborhood of the Banta Elementary School District. STEAM academy began its first year in August of 2015. STEAM's goal is to develop students to become leaders in Science, Technology, Engineering, Arts, & Math. Students who enroll at STEAM are culturally diverse pupils who want access to an exemplary program that supports innovation, inquiry, and real -world simulations that have relevance to their lives.

2020-21 Student Demographics Ethnicity:
0.8% American Indian or Alaskan Native
12% Filipino
8% African American
15% Caucasian
28% Hispanic
28% Asian

0.3% Pacific Islander
7% Two or More

2020-21 Unduplicated Student Groups:
24% English Learners
37% Low Socio-Economic
0.2% Foster Youth
50% Unduplicated Students

STEAM's instructional design focuses on bridging five discrete disciplines by integrating them into one cohesive teaching and learning paradigm, strictly adhering to district, local, state standards and expectations through the philosophy of STEAM integrated studies. The instructional design of STEAM focuses on rigorous, interdisciplinary blending of the core subjects using a hands-on, problem based, applied approach where real-world problems enhance learning and engage all students. It promotes critical thinkers, problem solvers, collaboration, and life skills. The assimilation of 21st Century Learning, Project Based Learning, and having a growth mindset strengthens students' aptitudes while emphasizing their ability to become self-motivated, competent, lifelong learners well prepared for the diverse world around them. STEAM meets all state standards requirements by implementing Common Core State Standards and Next Generation Science Standards.

Grades Served:

STEAM:
2020-21: TK-8th

Number of Students:

2020-21: 637

Reflections: Successes

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

Typically we are able to share continued growth in academic areas verified by state assessment score. Since there was no testing at the end of the 2019-20 school year we are unable to report out a state calculation, but our Winter school wide MAP scores show a maintained performance of enrolled students. ELA MAP scores showed 55% of students tested were at grade level, and 52% were at grade level in the area of Math.

We look forward to the CAASPP results that will come from spring 2021, to show student levels as well as identify areas of instruction that we need to focus on during the 21-22 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.

STEAM needs to improve in the following state indicators: chronic absenteeism and suspension rate. The last calculated Dashboard displays the following areas of need:

Chronic Absenteeism
The chronic absenteeism rate for 2019-20 was 6.2%, in the yellow range. Several subgroups displayed a high chronic absenteeism rate, with the Aferican American, Socioeconomically Disadvantaged and Two or More Races falling in the orange range. This data is reported on the CA Dashboard based on the last calculated data from the fall of 2019. This will be an area that we continue to work on to improve moving forward.

Suspension Rate
The suspension rate data displayed performance level “orange” in the most recent Dashboard report. The suspension rate for 2019-20 was 2.2%. In order to improve the suspension rate, continued training will be provided to support teachers. Training will include strategies for engaging students, SDAIE strategies, strategies for supporting SPED, coping strategies, differentiated instruction, behavior management strategies, and ways to de-escalate issues in the classroom. Teachers will also be provided support through educational consultants specializing in supporting these subgroups such as a RSP and the ELPAC coordinator.

It is hard to create comparable data without the Dashboard calculations, so we will not list local calculations until we are able to use like data points. There was also an atypical ending to our school year, with no students on campus from mid-March through the end of the year, we did not have any suspensions that occurred for the last 2 months of school. Because of these differences we will continue to keep suspension rates as an area of focus for improvement while we continue with our discipline practices.

We will continue to work hard on our Character Education, Parental Involvement, and Parent School relationship all of which we feel strongly are a part of our success with improving student behaviors, therefore avoiding suspensions. We practice progressive discipline, and work hard to change student behaviors, when needed, by keeping students here on campus. Our goal is not to suspend students, however, there are times when suspension is appropriate, and we have decided not to change our practices simply to have a positive effect on our dashboard data.

Our Counselor services for students will continue to be provided giving students an additional person to talk with when needed, and for staff to refer to when we think that counseling services will help students with student behavior and assisting them with learning to make better choices. Our School-wide character program Mind Up continues to be implemented and refined in all grade levels, continuing with our goal

to provide a common school language when talking with students about their behaviors and to give them additional tools to help evaluate their choices.

LCAP Highlights

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

Many of the actions and services that were in our previous LCAP will continue in the plan forward for 2021-2024 based on feedback from parent advisory groups and staff.

We have added an additional goal (goal 1) to encompass the inception of River Islands Academies, the new management organization structure that will oversee both current schools in the River Islands community as well as two additional planned charter schools to open over the next 4 years. The creation of this goal will be found in all LCAPs with in RIA structure to cover actions and services that are shared expenses of multiple schools. As we continue to work together to create a strong cohesive instructional program we will make decisions on staffing, spending and the introduction of new programs that will benefit the individual schools, meeting their needs.

It is hard to state concrete starting points in this plan as it will be implemented at the start of a school year that will follow an instructional program like we could have never imagined. COVID-19 creates many areas that we will need to assess as we all come back on campus to gain perspective about the needs of our students and school. We will continue to address learning and social-emotional needs as we identify them, determining strategies to mitigate all that was lost or forgotten over the past 15 months. We will expand our intervention program, with the addition of a new part-time teacher to work with primary aged students on literacy skills. This will free up our current Intervention teacher to work with older students who continue to need support in the area of reading, and reading comprehension.

Our goal is to reintroduce staff roles in the area of Intervention and EL support, as described in the plan, for the 2021-22 school year. Both of these roles are vital in providing support to high needs students to ensure that all student needs are met. The goals, actions and services in this plan indicate our intentions for spending and programming to meet the needs of our students, staff and families.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

During the 2020-2021 stakeholder meetings were held to discuss school improvement, school growth, and school progress. The group, which was made up of staff members, administration, parents, and classified members, met and reviewed school data. The group also gave input into future projects at the school and discussed the selection of curriculum and materials for classroom use. The PTO also met every month with the administration to discuss how their organization could help meet some of the goals outlined by the LCAP committee. A school survey was conducted in the fall, and results helped determine the direction of the school for the up and coming year.

A summary of the feedback provided by specific stakeholder groups.

In general, stakeholder groups were happy with the direction of the school. Increases in student math and language arts scores was celebrated by the stakeholder groups, and attributed to new curriculum and training for the teachers. Areas of discussion for this school year centered around new buildings, and facility improvements, as well as the merging of our school under a new CMO. The concern of addressing learning loss was expressed by some stakeholder groups and that will be addressed in another plan, but also in the increase and expansion of some of the actions and services. As a staff we worked to add expenses in the plan (G1) to be transparent about operational costs that are on-going to ensure the success of our programs, staff and facilities.

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

The addition of Goal 1, which is an umbrella goal that covers the services that are provided to both schools through shared costs. Many of the actions and services in this goal have not been included in past LCAPs, but were costs that were incurred running the school. As mentioned above, we are addressing the issue of Learning Loss in another plan, as well as through the expansion of our Interventions, our counseling and therapy services and student incentives.

Goals and Actions

Goal

Goal #	Description
1	Goal #1: River Islands Academies (RIA) will strategically, and transparently allocate resources based on their ability to sustain dynamic teaching and learning and realize continuous improvement in all areas of our program.

An explanation of why the LEA has developed this goal.

RIA recognizes that maintaining high-quality learning environments and highly competent staffing is necessary to ensure student success. This goal was created to be in each school's LCAP in the Academies to cover shared costs/expenses that we designed to meet the needs of each school and its staff and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Academies Staff	1.1 Shared costs of staff who service all Academies Schools (Admin, Clerical, IT, Nurse)	$278,840.00	No
2	1.2 Academies Facilities & Operations	1.2 Rent, water, phone, internet, electricity, waste	$505,555.00	No
3	1.3 Academies Contract Services	1.3 Counselor/Therapist, Gardening, Maintenance, Custodial, Student Information System)	$141,110.00	No
4	1.4 Service Fees	1.4 Auditing, Back Office, Legal	$240,098.00	No

Action #	Title	Description	Total Funds	Contributing
5	1.5 Recruitment & Marketing	1.5 Job Fair fees, release time costs, marketing costs of materials to promote the Academies.	$6,000.00	
6	1.6 Food Service	1.6 Food Service contract with BESD and any related costs	$3,000.00	No
7	1.7 SPED Contract Services	1.7 Psych, Speech, OT, behaviorist, Director(BESD))	$441,047.00	No
8	1.8 Academies Communication Tools	1.8 Website, App	$9,500.00	No
9	1.9 Professional Development and Coaching	1.9 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	$80,795.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Goal #2: The STEAM Academy will develop, sustain and enhance quality instructional programs to raise student achievement.

An explanation of why the LEA has developed this goal.

The goal of RIA schools is to improve and support student learning in order to raise student achievement for all students. Providing a strong supportive learning program will ensure that students are prepared for secondary education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Services A. Teachers appropriately assigned and fully credentialed B. Access to Instructional Materials C. Facilities are maintained	97% of teachers are appropriately assigned and fully credentialed in the subject areas, and for the students, they are teaching. Teachers are verified by the STEAM Academy internal audits of credentials. All students have sufficient access to standards-aligned instructional materials. New materials were purchased this year in the area of math and science..				At the start of the 2022-2023 school year, 100% of teachers will be appropriately assigned. 100% of students will have access to curriculum and materials. 100% of the facilities will be in good-repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All of the school facilities are maintained and in good repair. This information was verified by the Williams Report/FIT Report.				
State Priority 2: Implementation of State Standards A. Implementation of adopted standards B. English Learners to access the CA state standards and the EL Standards.	State Priority 2: Implementation of State Standards A. 100% of students, including English Learners, have access to Instructional materials that are aligned to the Common Core and standards-based Curriculum. Training for teachers on curriculum and teaching strategies is provided. B. STEAM Academy provides English Learners both integrated and designated English Language Development instruction daily.				A. 100% of teacher will have access to CCSS aligned instructional materials and Professional Development in order to teach mandated state standards. A. Training for teachers on curriculum and teaching strategies will be verified by professional Development schedules/sign-in sheets/ and conference registrations. B. Authorized teachers will teach ELD, with standards-aligned materials, which were specifically designed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					and appropriate for EL instruction.
State Priority 4: Pupil Achievement A. State assessments D. Percentage of English Learner pupils that make progress toward English Proficiency. E. English Learner reclassification rate NA: B) API, C) College and Career, F) AP exams, G) EAP results	State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. We did not administer the SBAC exams in 19.20 due to COVID-19 so there is no SBAC data to report in this area as a baseline. 2020-21 MAP ELA Assessments show that: 55% of students assessed were at grade level. 2020-21 MAP Math Assessments show that: 52% of students assessed were at grade level. D: EL Progress: This data point was not configured on the CA				A: ELA standard met or exceeded: we will maintain or exceed the baseline CAASPP scores set from spring 2021. A: Math standard met or exceeded: we will maintain or exceed the base line CAASPP scores set from spring 2021. D: EL Progress: English Learners will continue to show progress annually verified on the Dashboard. E. English Learners will be reclassified and the rate reported, verified by the ELD Language skills Appraisal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard due to COVID-19 E. Increase the percentage of English Language Learners that will be reclassified, verified by the ELD Language skills Appraisal.				
State Priority 5: Pupil Engagement A. School Attendance B. Chronic absenteeism C. Middle school dropout rate D, E). High school dropout and High school graduation rates are not applicable to a K-8 school	A. Attendance rate for 2019-20 was 96% B. Chronic absenteeism rate for 2019-20 was 5%. C.Middle school dropout rate 2019-20 was 0%				A. Maintain or increase the Attendance rate baseline of 96% B. Maintain or decrease a Chronic Absence 5% C. Maintain Middle School Dropout Rate of 0%
State Priority 7: Course Access A. Abroad course of study B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and	State Priority 7: Course Access A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their				A, B, C: all students will continue to have access to a broad course of study, rigorous curriculum and assignments as verified by assignments and class schedules.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provided to individuals with exceptional needs	individual devices, verified by class assignments and class schedules.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Professional Development and Coaching	2.1 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	$0.00	No
2	2.2 Conference and Workshop Expenses	2.2 Conference Expenses: TK-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	$5,000.00	No
3	2.3 Certificated Staff	2.3 Retain/Maintain number of certificated teachers to maintain class sizes. Teachers will be hired to accommodate growth and replace leaving staff as needed. (salaries & benefits)	$2,747,375.00	No
4	2.4 Job Fairs and Recruitment	2.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as needed.	$1,000.00	No
5	2.5 Paraprofessionals and Instructional Aides	2.5 Classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed. To include training and materials	$338,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	2.6 Residents & Induction Program	2.6 Resident Program for potential teachers: Resident Stipend Materials & Supplies Induction Program for new teachers: County fees for Induction Program Stipends for Induction Support Providers Stipends for Intern Teacher Support Providers	$8,000.00	No
7	2.7 Core and Supplement Curriculum; Program/license Subscriptions	2.7 Purchase core and supplemental curriculum and renew subscriptions as data indicates. Ensure that new classrooms, to accommodate growth, are set up and equip with grade appropriate instructional materials	$150,410.00	No
8	2.8 Support Personnel training/shadow time	2.8 costs to provide training and shadow time for support personnel	$2,500.00	No
9	2.9 Student Technology (devices)	2.9 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.	$108,000.00	No
10	2.10 EL Services & Professional Development	2.10 Personnel to provide EL Services, and Professional Development/Coaching to assist with implementation of research based effective instruction to English Learners.	$24,607.00	Yes
11	2.11 Release time expenses for	2.11 Provide substitutes for release time for teachers as needed to participate in Lesson Study, Professional Learning Community Opportunities in the all curricular areas	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development			
12	2.12 After School Student Support	2.12 After School tutoring: Additional intensive tutoring will be provided for 2 additional days per week for students identified as needed additional support.	$7,300.00	No
13	2.13 Local Assessment Program/System	2.13 Gain historical on-going student academic data; maintain computer based assessment program.	$7,000.00	No
14	2.14 School Technology (Classroom, Teacher, Office & Campus)	2.14 Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff use) including Teacher technology. Office/Admin staff technology; campus wide technology	$20,000.00	No
15	2.15 Instructional Material & Supplies	2.15 Consumable materials for classroom and school wide events/projects	$25,000.00	
16	2.16 Intervention Staff	2.16 Intervention Teacher to provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility.	$0.00	Yes
17	2.17 After school Tutoring	2.17 All instructional Staff provides after school tutoring to identified students within their classes. Students will receive intensive support to address student learning needs.	$289,972.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Goal #3-The STEAM Academy will provide a safe and welcoming learning environment that fosters a respectful and collaborative culture for students, parents, and staff.

An explanation of why the LEA has developed this goal.

River Islands Technology Academy knows that by fostering a respectful, inclusive and collaborative culture, it will ensure the social emotional well-being, and a safe environment for all children. Creating such an environment takes the help of many parties working together; staff, parents and students working together towards common goals and ideas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 Suspension Rate Expulsion Rate Survey results	A. Suspension rates decreased for all students and subgroups of students, verified by CALPADS reports. 2019 Dashboard: 2.2% B. Maintained a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improved climate of the school site in regards to student behavior, verified by				A. Suspension rates will continue to decline. B. Maintain a 0% expulsion rate. C. This was an area with many moving parts. We worked on student climate and morale, by implementing a new mascot, changing the school colors, and adding colorful games on the playground. For teachers and staff, we implemented more communication, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.				well as fun incentives during staff meetings to increase school culture.
Priority 3 Parental Involvement	A. Increase parent participation, verified by participation sign-in sheets, SIS Parent Portal Enrollment, and attendance at events. Parents of STEAM Academy students are given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent-Teacher Association (PTA) • LCAP Committee • Classroom volunteers • A number of other community				A. B. STEAM academy would like to see 90% participation of parents at events. (like meet the teacher, parent-teacher conferences and open house) C. Maintain parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and school-based events • Parents are encouraged to use the District Parent Portal STEAM Academy continues to expand approaches to Communication with parents, including the school website, Facebook page, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils are encouraged to participate in parent advisory groups, verified by sign-in sheets • Increase parent				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participation in Parent Club activities and fundraising, verified by sign-in sheets, school calendar. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are invited and encouraged to participate in the Student Study Team, 504 and IEP processes.				
State Priority 8: Other Pupil Outcomes	State Priority 8: Other Pupil Outcomes: Students attending Camps: # 5th graders # 6th graders No students were able to attend camps in				maintain the baseline percentage of students who attend camps after it is established in 21-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019, 2020 or 2021. We will establish a baseline in 2021-22				

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Student Character Program	3.1 Character education program with all staff participating in recognizing students good character. Instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a daily or weekly basis. Prizes for good character recognition will be given. "Brag Tags" will be used school-wide, to recognize good student behavior/character within classroom or on the school grounds on an on-going monthly basis. Assemblies to support the Character program will be scheduled.	$1,500.00	No
2	3.2 Office Staff Professional Development	3.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	$1,500.00	No
3	3.3 Afterschool Enrichment Programs	3.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club and running club. Materials, resources and stipends for staff for after school programs.	$10,060.00	No
4	3.4 Physical education	3.4 Health/Physical Education Program Curriculum/Equipment	$10,000.00	No
5	3.5 Counseling & Therapy	3.5 Support students social and emotional well-being with individual, small group counseling and individual therapy.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6	3.6 Middle School Success Classes	3.6 Expenses for middle school success classes and enrichment	$2,500.00	No
7	3.7 School Safety Equipment	3.7 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.	$2,000.00	No
8	3.8 Parent Volunteers/Appreciation, Staff Appreciation	3.8 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration. Staff appreciation costs to acknowledge the staff's hard work through out the year	$3,000.00	No
9	3.9 Student Awards and Recognition	3.9 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.	$1,000.00	No
10	3.10 School Nurse	3.10 A school Nurse will be on site 2 days a week to address the health needs of students, create medical plans as needed and train the staff as needed. The nurse will be able to follow up with families regarding medical issues and impact said issues have on the education of students. A School Nurse will add an additional facet to our team, enabling us to better address the needs of the whole child.	$0.00	No
11	3.11 Student Incentives	3.11 Expenses for student incentive programs and events (AR goals, end of season sports)	$1,400.00	No
12	3.12 Field Trips & Student Camps	3.12 Expenses for grade level field trips: transportation, admission fees, supplies	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	3.13 Virtual Student management system	3.13 Go Guardian costs/license	$10,000.00	No
14	1.14 Classified Staff	1.14 Cost to maintain classified personnel needed to ensure a smoothly run office and school site, encourage attendance, foster good home- school relationships.	$207,555.00	Yes
15	3.15 Enrichment Programs	3.15 Support school wide enrichment programs such as: Art programs, assemblies and STEM	$20,500.00	No
16	3.16 School check in system	3.16 A self check-in system will be supported for school visitors/volunteers. The system emergency component will be utilized with staff during emergency procedures/situations.	$500.00	

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	$672,179

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.

The STEAM Academy is a single-school Charter with 637 students in grades TK-8. For the 2020-21 school year, the demographics of the student body are: 37% Low Soci-economic; 23% English Learners; and .2% Foster Youth. We do not currently have any students identified as homeless; however, we have policies and funds should the need for services arise. Being a single school district, the unduplicated pupil percentage is 50%, and the majority of the Actions and Services in our LCAP are provided on a school-wide basis.

The Actions/Services in Goal 2 and Goal 3 described below, are principally directed and most effective in meeting the individual and specific needs of our EL and Low-Income students. In our experience, classroom teachers are best able to meet the needs of the students they have within their, class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing weekly tutoring to their own students to make it intentionally directed towards each students' needs. Additional support with extra tutoring opportunities, Intervention Teacher and an English Learner Paraprofessional all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services. In Goal 3, classified staff works to enhance the school-home relationship and free up time for classroom teachers to work with students in their classrooms to best meet the ends of all students, including high need students as well.

Supplemental Funds are used to provide Actions and Services to help accomplish both Goal 2 & Goal 3. The Actions and Services specifically targeted towards Unduplicated Students from both goals can be grouped in 3 main categories: Training/Professional Development, Staff, and Programs/Materials.

Supplemental funds used for Training/Professional Development:

A/S 2.10 English Learner Services & Professional Development: An English Learner paraprofessional will provide services to EL students for the purpose of meeting their language acquisition goals through a weekly pull-out program. Students will have services provided at their individual levels in small group settings. A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Base some with Supplemental funds, and for that reason this is considered school-wide use. School-wide use is justified because the trainings that are designed to increase learning for, and specific to, low income, foster youth, and English learner pupils will be paid for with supplemental funds. School-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, access to Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement

Supplemental funds used for Staff:

A/S 2.5 Paraprofessionals and Instructional Aides: Paraprofessionals are utilized to support students within the classroom, who need additional support including English Learners, Low Income and Foster Youth as appropriate. School-wide is the most effective use of funds for this A/S because students benefit from additional instructional support and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, access to Academic Standards, and priority four Pupil Achievement. Additional staff has been to further continue to support our unduplicated students within the classroom to improve student achievement.

A/S 2.16 Intervention Staff: An Intervention Teacher will provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility. School-wide is the most effective use of funds because students benefit from specialized instruction designed to address areas of specific need enabling them to make academic growth. This addresses priority four, Pupil Achievement as experience tells us that targeting students in small groups to address areas that they are behind, will enable them to make growth more quickly than if the same needs are addressed within the regular classroom during regular instruction. An additional Intervention Teacher enables students to be grouped appropriately to maximize the time spent within this type of instruction so all students in the group are working on remediating the same skill, or skill set.

A/S 3.14 Classified Staff: Office and Campus Monitor Staff will be funded with supplemental funds with the purpose of fostering the home-school relationship with families through the front office and around campus. Campus Monitors will provide services to all students that will free up Teachers to provide student specific services throughout the school day. High Need students benefit from these employees by more targeted focus of instructional staff and by the creation of a welcoming safe learning environment.

Supplemental funds used for Programs

A/S 2.17 After school Tutoring (new A/S): After school Tutoring, is being provided from supplemental for identified students within each class, including at-risk students, English Learners, Low- Income and Foster Youth students. Students will receive intensive support to address student learning needs from their own classroom teacher. School-wide is the most effective use of funds because high needs

students who enroll need additional learning opportunities to best meet the needs of students as they come. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement.

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

Based on the Goals and actions as well as the LEA-wide actions described above, NextGeneration STEAM Academy is meeting the minimum percentage requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$5,382,015.00	$353,118.00			$5,735,133.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,353,705.00	$1,381,428.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Academies Staff	$278,840.00				$278,840.00
1	2	All	1.2 Academies Facilities & Operations	$505,555.00				$505,555.00
1	3	All	1.3 Academies Contract Services	$141,110.00				$141,110.00
1	4	All	1.4 Service Fees	$240,098.00				$240,098.00
1	5		1.5 Recruitment & Marketing	$6,000.00				$6,000.00
1	6	All Students with Disabilities	1.6 Food Service	$3,000.00				$3,000.00
1	7	Students with Disabilities	1.7 SPED Contract Services	$441,047.00				$441,047.00
1	8	All	1.8 Academies Communication Tools	$9,500.00				$9,500.00
1	9	All	1.9 Professional Development and Coaching	$80,795.00				$80,795.00
2	1	All	2.1 Professional Development and Coaching					$0.00
2	2	All	2.2 Conference and Workshop Expenses	$5,000.00				$5,000.00
2	3	All Students with Disabilities	2.3 Certificated Staff	$2,609,762.00	$137,613.00			$2,747,375.00
2	4	All	2.4 Job Fairs and Recruitment	$1,000.00				$1,000.00
2	5	English Learners Foster Youth Low Income	2.5 Paraprofessionals and Instructional Aides	$147,611.00	$190,898.00			$338,509.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	All	2.6 Residents & Induction Program	$8,000.00				$8,000.00
2	7	All	2.7 Core and Supplement Curriculum; Program/license Subscriptions	$150,410.00				$150,410.00
2	8	All	2.8 Support Personnel training/shadow time	$2,500.00				$2,500.00
2	9	All	2.9 Student Technology (devices)	$108,000.00				$108,000.00
2	10	English Learners	2.10 EL Services & Professional Development		$24,607.00			$24,607.00
2	11	All	2.11 Release time expenses for Professional Development	$3,000.00				$3,000.00
2	12	All	2.12 After School Student Support	$7,300.00				$7,300.00
2	13	All	2.13 Local Assessment Program/System	$7,000.00				$7,000.00
2	14	All	2.14 School Technology (Classroom, Teacher, Office & Campus)	$20,000.00				$20,000.00
2	15		2.15 Instructional Material & Supplies	$25,000.00				$25,000.00
2	16	English Learners Foster Youth Low Income	2.16 Intervention Staff					$0.00
2	17	English Learners Foster Youth Low Income	2.17 After school Tutoring	$289,972.00				$289,972.00
3	1	All	3.1 Student Character Program	$1,500.00				$1,500.00
3	2	All	3.2 Office Staff Professional Development	$1,500.00				$1,500.00
3	3	All	3.3 Afterschool Enrichment Programs	$10,060.00				$10,060.00
3	4	All	3.4 Physical education	$10,000.00				$10,000.00
3	5	All	3.5 Counseling & Therapy					$0.00
3	6	All	3.6 Middle School Success Classes	$2,500.00				$2,500.00
3	7	All	3.7 School Safety Equipment	$2,000.00				$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	All	3.8 Parent Volunteers/Appreciation, Staff Appreciation	$3,000.00				$3,000.00
3	9	All	3.9 Student Awards and Recognition	$1,000.00				$1,000.00
3	10	All	3.10 School Nurse					$0.00
3	11	All	3.11 Student Incentives	$1,400.00				$1,400.00
3	12	All	3.12 Field Trips & Student Camps	$20,000.00				$20,000.00
3	13	All	3.13 Virtual Student management system	$10,000.00				$10,000.00
3	14	English Learners Foster Youth Low Income	1.14 Classified Staff	$207,555.00				$207,555.00
3	15	All	3.15 Enrichment Programs	$20,500.00				$20,500.00
3	16		3.16 School check in system	$500.00				$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$645,138.00	$860,643.00
LEA-wide Total:	$645,138.00	$860,643.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**5**	2.5 Paraprofessionals and Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,611.00	$338,509.00
2	**10**	2.10 EL Services & Professional Development	LEA-wide	English Learners	All Schools		$24,607.00
2	**16**	2.16 Intervention Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	**17**	2.17 After school Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,972.00	$289,972.00
3	**14**	1.14 Classified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$207,555.00	$207,555.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.