

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Imagine Schools Riverside County
<b>CDS Code:</b>	33-10330-0125385
<b>LEA Contact Information:</b>	Name: Grace Jiminez Position: Principal/CA Regional Director Email: grace.jiminez@imagineschools.org Phone: 7602222413
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$13,075,535.00
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$3280980
<b>All Other State Funds</b>	\$2,379,542.00
<b>All Local Funds</b>	\$
<b>All federal funds</b>	\$1,599,575.00
<b>Total Projected Revenue</b>	\$17,054,652

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$14,556,490.00
<b>Total Budgeted Expenditures in the LCAP</b>	\$2286800
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$794800
<b>Expenditures not in the LCAP</b>	\$12,269,690

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$160000
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$160000

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$-2,486,180
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The general fund budget expenditures for the school year that were not included in the LCAP include costs for facilities, classified and certificated salaries.
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF</b>	The additional actions planned to improve services for high need students includes additional interventions for students in reading and math. This includes tutoring provided by the school teachers and the implementation of multi-tiered systems as identified for specific student needs. Staffing of

**supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

these services and to monitor student progress is included in the budget for these programs.

The additional actions includes communication systems, such as parent squared, to facilitate communication with parents and keep parents engaged and informed in their child's educational program.

School staff is also working on identifying additional support systems for all students due to the learning gap that resulted from school closures.

As health metrics continue to move in the positive direction, we will provide additional opportunities for in-person instruction. During this transition we will:

- Identify students who have experienced the most significant learning losses as a result of the school closures
- Leverage our Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title dollars, and federal flexibilities on programs and supports to provide intervention and support for these students identified (and other students we determine are at the greatest risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning).
- Provide rigorous, classroom-based instruction to ensure student learning and competency development for all students (based on our master schedule)
- Follow the safety plans and protocols we have established to ensure the well-being of our students and staff (consistent with public health guidance, including considerations for hygiene practices, proper use of PPE, physical distancing, and cleaning and disinfecting protocols in school facilities and vehicles)
- Provide daily opportunities to foster resilience and promote the social/emotional well-being of our students.

The staff at ISRC will continue to work diligently and effectively to monitor student progress and address student needs as they arise throughout the school year.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Imagine Schools Riverside County

CDS Code: 33-10330-0125385

School Year: 2021-22

LEA contact information:

Grace Jiminez

Principal/CA Regional Director

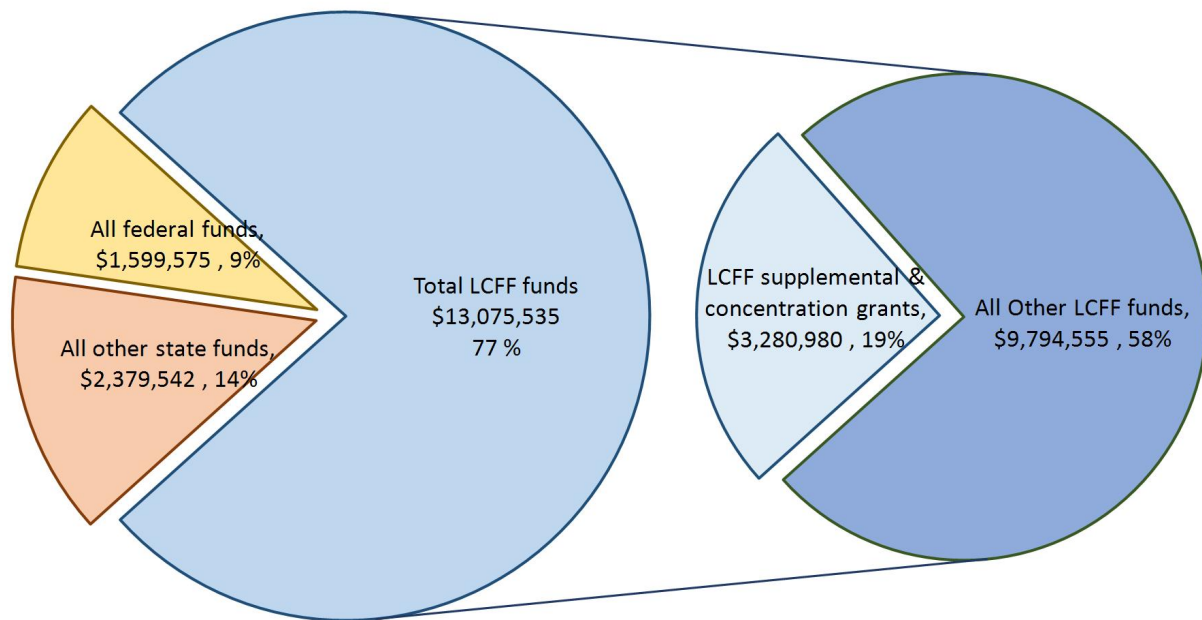
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7602222413

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



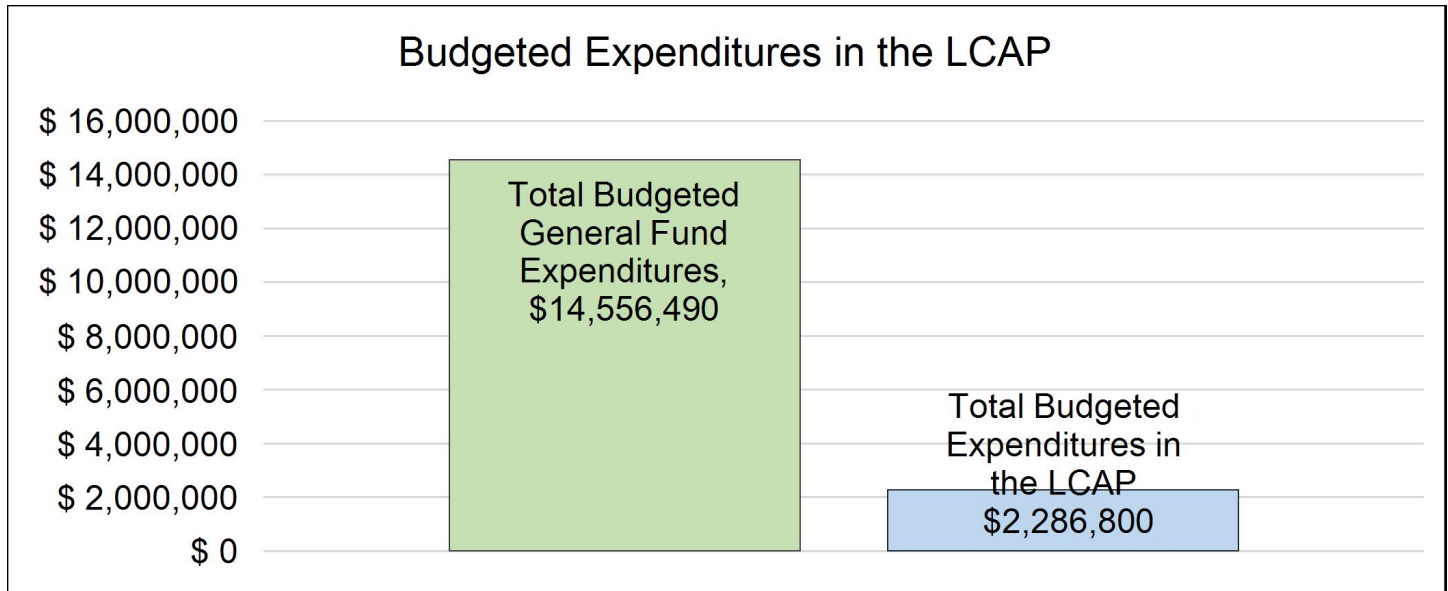
This chart shows the total general purpose revenue Imagine Schools Riverside County expects to receive in the coming year from all sources.

The total revenue projected for Imagine Schools Riverside County is \$17,054,652, of which \$13,075,535.00 is Local Control Funding Formula (LCFF), \$2,379,542.00 is other state funds, \$ is local

funds, and \$1,599,575.00 is federal funds. Of the \$13,075,535.00 in LCFF Funds, \$3280980 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 Imagine Schools Riverside County plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Imagine Schools Riverside County plans to spend \$14,556,490.00 for the 2021-22 school year. Of that amount, \$2,286,800 is tied to actions/services in the LCAP and \$12,269,690 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund budget expenditures for the school year that were not included in the LCAP include costs for facilities, classified and certificated salaries.

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

In 2021-22, Imagine Schools Riverside County is projecting it will receive \$3,280,980 based on the enrollment of foster youth, English learner, and low-income students. Imagine Schools Riverside County must describe how it intends to increase or improve services for high needs students in the LCAP. Imagine Schools Riverside County plans to spend \$794,800 towards meeting this requirement, as described in the LCAP.

The additional actions planned to improve services for high need students includes additional interventions for students in reading and math. This includes tutoring provided by the school teachers and the implementation of multi-tiered systems as identified for specific student needs. Staffing of these services and to monitor student progress is included in the budget for these programs.

The additional actions includes communication systems, such as parent squared, to facilitate communication with parents and keep parents engaged and informed in their child's educational program.

School staff is also working on identifying additional support systems for all students due to the learning gap that resulted from school closures.

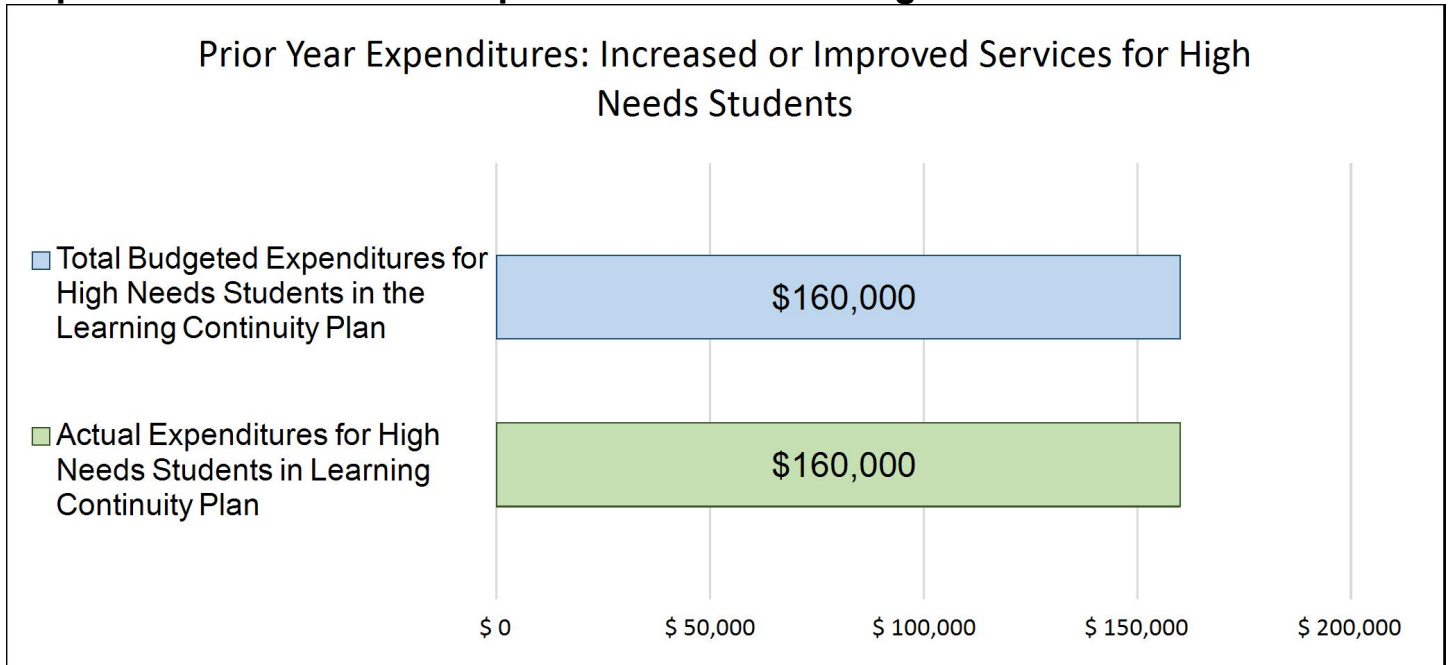
As health metrics continue to move in the positive direction, we will provide additional opportunities for in-person instruction. During this transition we will:

- Identify students who have experienced the most significant learning losses as a result of the school closures
- Leverage our Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title dollars, and federal flexibilities on programs and supports to provide intervention and support for these students identified (and other students we determine are at the greatest risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning).
- Provide rigorous, classroom-based instruction to ensure student learning and competency development for all students (based on our master schedule)
- Follow the safety plans and protocols we have established to ensure the well-being of our students and staff (consistent with public health guidance, including considerations for hygiene practices, proper use of PPE, physical distancing, and cleaning and disinfecting protocols in school facilities and vehicles)
- Provide daily opportunities to foster resilience and promote the social/emotional well-being of our students.

The staff at ISRC will continue to work diligently and effectively to monitor student progress and address student needs as they arise throughout the school year.

# LCFF Budget Overview for Parents

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



This chart compares what Imagine Schools Riverside County 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 Imagine Schools Riverside County 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, Imagine Schools Riverside County's Learning Continuity Plan budgeted \$160,000 for planned actions to increase or improve services for high needs students. Imagine Schools Riverside County actually spent \$160,000 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
Imagine Schools Riverside County	Grace Jiminez Principal/CA Regional Director	grace.jiminez@imagineschools.org 7602222413

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



# Goal 1

Provide all students with high quality instruction and rigorous Common Core (ELA, MATH, NGSS) aligned curriculum through a dual-language learning environment that includes providing relevant learning experiences and encourages student engagement.

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
<p><b>Metric/Indicator</b> Students at ISRC have scored low during the last two years in CAASPP. Reading 2015-2016 15% Meeting/Exceeding 2016-2017 24% Meeting Exceeding Math 2015-2016 28% Meeting/Exceeding 2016-2017 24% Meeting/Exceeding</p> <p>In Star Reading and Math, we had solid learning gains in both areas in the above mentioned school years. This year we had a 1.06 learning gain in both Star Reading and Math, which was very close to our goal.</p>	

**Expected**

**19-20**

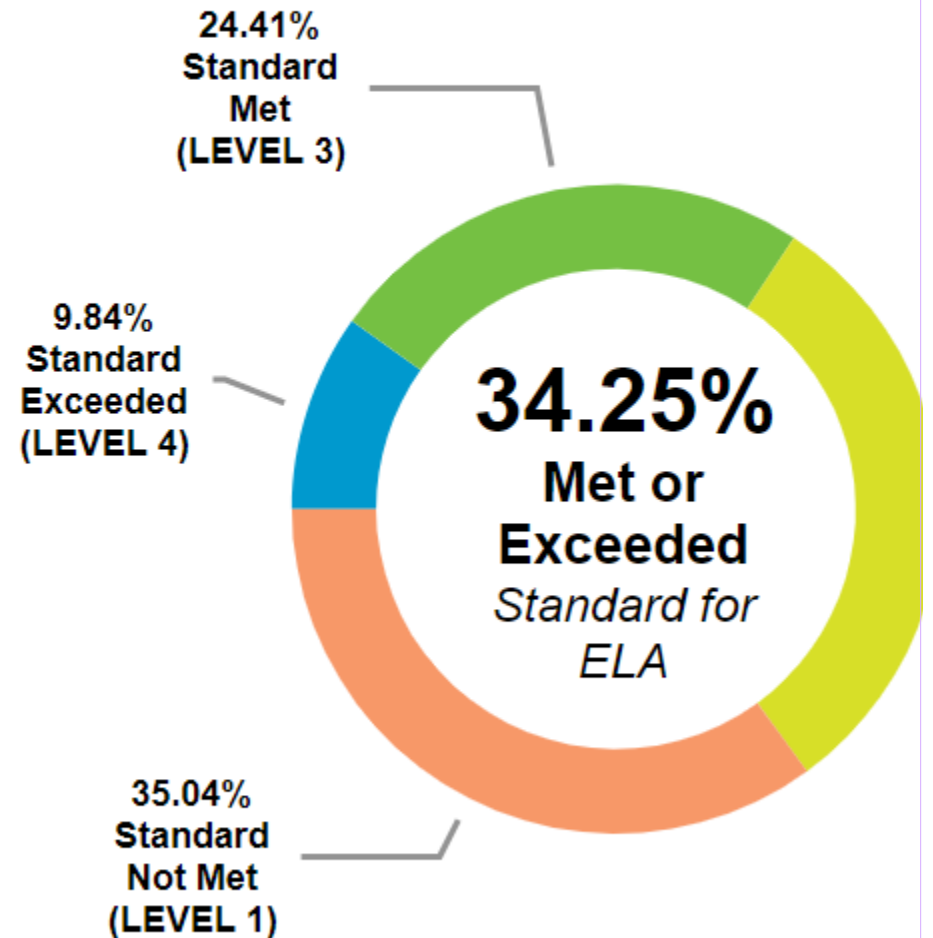
Increase percent of students who have met proficiency in CAASPP Reading and Math by 5 percent every year.

The student STAR Assessment results in Reading and Math reflect a 1.07 or above annual learning gain.

**Actual**

**ELA**

Percent of students within each achievement level



## Expected

### Baseline

We have shown that we have been able to grow more than 5% in one school year. We want to show consistent solid growth in both ELA and Math every year.

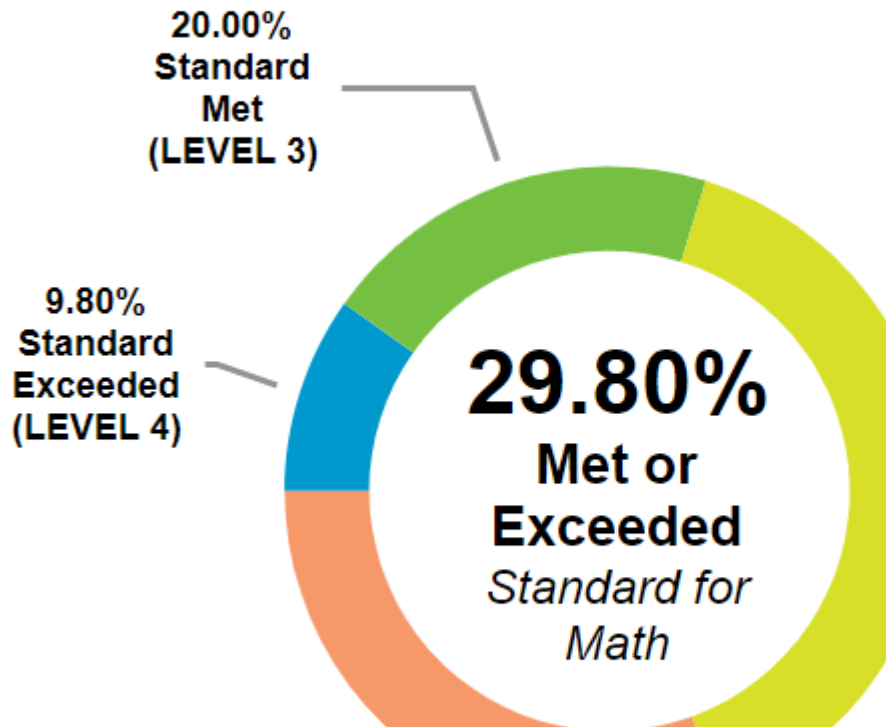
In 2017-2018 students did not reach our goal of improving by 5% in both ELA and Math. Reading scores increased by 1%, and in Math they dropped by a few percentage points.

We need to exceed our goal of 5% by reviewing interim assessment data and using it to develop appropriate lessons for all students in grades 3 to 6.

## Actual

### Mathematics

Percent of students within each achievement level



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math.</p> <p>Purchase appropriate Common Core Curriculum (ELA, Math, NGSS).</p>	<p>Common Core Curriculum 4000-4999: Books And Supplies Title I 120,000.00</p>	<p>Common Core Curriculum 4000-4999: Books And Supplies Title I 120,000.00</p>
<p>Provide professional development through PLC's in the following areas per our PLC calendar, where teachers review data, monitor student progress, and develop improvement plans focused on the implementation of best practices, CCSS, and reviewing ongoing assessments. All teachers in testing grades will participate in Interim Assessment/Digital Library training and develop pacing guides for both ELA and Math.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 65,000.00</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000.00</p>
<p>Provide curriculum, assessment and supplemental resources specific to students needs in special education and IEP goals to include CCSS. Provide ongoing CCSS staff development opportunities specific to special education teacher needs.</p>	<p>SPED Curriculum 4000-4999: Books And Supplies Special Education 7,000.00</p>	<p>SPED Curriculum 4000-4999: Books And Supplies Special Education 15,000.00</p>
<p>Provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, including before and after school programs.</p> <p>Employ three reading intervention aides to work with small groups of students on specific reading interventions.</p> <p>Employ four math intervention aides to work with small groups of students on specific math interventions.</p>	<p>Full-Time Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 90,000.00</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 15,000.00</p> <p>Math interventionists (4) for the 19-20 school year. 2000-2999:</p>	<p>Full-Time Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 90,000.00</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 15,000.00</p> <p>Math interventionists (4) for the 19-20 school year. 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Personnel Salaries Supplemental and Concentration 105,000.00	Classified Personnel Salaries Supplemental and Concentration 105,000.00
Provide full time instructional assistants to help engage students while teachers work with small groups through universal access.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,000.00 Benefits 3000-3999: Employee Benefits LCFF 45,000.00	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 225,00.00 Benefits 3000-3999: Employee Benefits LCFF 45,000.00
Provide training on the implementation of direct instruction and student engagement strategies.	Training to be provided by WestEd and coaches. Not Applicable Not Applicable 0	Training to be provided by WestEd and coaches. Not Applicable Not Applicable
Purchase IXL licenses for all grades	IXL licenses for 29 teachers. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000.00	IXL licenses for 29 teachers. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 18,000.00
Purchase and implement accelerated reader license for each student in 1st-7th grades.	AR License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000.00	AR License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00
Provide rewards and incentives for students that meet accelerated reader goals. Purchase accelerated reader license for students to begin accelerated program.	Incentives. 4000-4999: Books And Supplies Supplemental and Concentration 2,500.00	Incentives 4000-4999: Books And Supplies Not Applicable 3,000.00
Implement STEM (science,technology, engineering and math program. Purchase STEM kits and provide training to all staff.	Materials: 4000-4999: Books And Supplies Supplemental and Concentration 4,000.00  Training: 5800: Professional/Consulting Services	Did not implement STEM kits 4000-4999: Books And Supplies Supplemental and Concentration 0  Training: 5800: Professional/Consulting Services

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	And Operating Expenditures Title II \$1000.00	And Operating Expenditures Title II 0
Extended academic programs for students to increase learning time and provide focused interventions based on students' needs.	Salaries for After school Tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,000	Salaries for aides to provide interventions for students during distance learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,000.00
Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.	Training for teachers by WestEd or Coach Not Applicable Not Applicable 0	Training for teachers by WestEd or Coach Not Applicable Not Applicable
Purchase ELD supplemental materials and implement during ELD time with all English Learners.	Supplemental Materials 4000-4999: Books And Supplies Supplemental and Concentration \$100,000.00	Supplemental Materials 4000-4999: Books And Supplies Supplemental and Concentration 100,000.00
Provide professional development on the ELD CCS and the new ELPAC assessment.	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,400.00	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,000.00
Provide aides for students with high number of English Learners to work with student on the development of English literacy skills.	Part Time Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000.00	Part Time Classified Salaries - focused on language development in spanish 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000.00
Purchase special education assessments and supplemental materials to use specifically for special education students (Woodcock-Johnson in English and Spanish, Weschler, Test of Auditory Processing in English and Spanish, Test of Visual Perceptual Skills, Comprehensive Test of Phonological Processing, Behavior Assessment System for Children (forms)).	Special Ed Tests 4000-4999: Books And Supplies Special Education \$10,000.00	Special Ed Tests 4000-4999: Books And Supplies Special Education 10,000.00
Hire a part-time School Psychologist to test students that may need an IEP and SPED services.	Special Ed funding 1000-1999: Certificated Personnel Salaries Special Education 78,000.00	Special Ed funding-Contracted services out 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire a full time SDC teacher.	SDC Teacher 1000-1999: Certificated Personnel Salaries Special Education 55,000.00	Certificated Personnel Salaries Special Education 80,000.00  SDC Teacher 1000-1999: Certificated Personnel Salaries Special Education 55,000.00
A full time Instructional Coach will be hired to provide support to teachers with using formative and summative assessments and to support teachers with using data to plan lessons.	Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000.00  Benefits. 3000-3999: Employee Benefits Supplemental and Concentration 14,000.00	Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85,000.00  Benefits. 3000-3999: Employee Benefits Supplemental and Concentration 16,000.00
Purchase new laptops and technology carts for new teachers.	Laptops and tech carts for teachers. 4000-4999: Books And Supplies LCFF 35,000.00	Laptops and tech carts for teachers. 4000-4999: Books And Supplies LCFF 35,000.00
Hire a full time Art Teacher to provide ISRC students instruction in the arts twice a week. Hire a library aide that can provide this service to students once a week.	Art Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000.00  Library Aide that provides AR guidance to all students/provides common planning time to teachers. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000.00	Art Teacher Salary-Did not hire Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0  Library Aide that provides AR guidance to all students/provides common planning time to teachers. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000.00

## Goal Analysis

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

Funds that were not used for afterschool salaries and art teacher were utilized to implement our distance learning program. We purchased chromebooks for students and online platforms/materials for instruction.

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

Although it was a challenging end of 2020 and beginning of 2021 with distance learning, we do celebrate the implementation of a "regular day" through online instruction. It took a lot of learning and hurdles to overcome, but teachers provided a daily schedule that mirrored their daily in-person instruction prior to COVID19 and school closures.



## Goal 2

Develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical and financial resources that will drive the schools's strategic and long range planning.

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 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Teachers hired at ISRC need to have a multiple subject credential and BCLAD to teach in a dual immersion setting.</p> <p><b>19-20</b>            100% of Teachers will be appropriately credentialed and assigned.</p> <p>Students will have access to all core subjects in addition to: Spanish, PE, and Interventions</p> <p><b>Baseline</b>            30% of the teachers are on a BCLAD waiver. The goal is for all of them to complete their BCLAD program so they can be fully credentialed to teach in a dual immersion classroom setting.</p>	<p>Teachers hired at ISRC need to have a multiple subject credential and BCLAD to teach in a dual immersion setting.</p> <p>We currently have a total of 46 teachers with an appropriate teaching credential, however, 15 of them are in the process of completing their BCLAD requirements.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school staff will continue implementing the AVID Elementary Program for all grades (K-7TH grades).	Summer Training and throughout coaching 5000-5999: Services And Other Operating Expenditures Title II 10,000.00	AVID training 5000-5999: Services And Other Operating Expenditures Title II 10,000
We will employ classroom teachers that will be appropriately credentialed and assigned for grades TK -7TH. Resources will be provided for teachers to complete the clear credential induction program.	Induction Program costs. 5000-5999: Services And Other Operating Expenditures Title II 15,000.00  Increase in existing salaries to retain credentialed teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 275,000.00	Induction Program for 7 teachers to clear credential 5000-5999: Services And Other Operating Expenditures Title II \$16,000.00  Increase in existing salaries to retain credentialed teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 275,000
Common planning time will be allocated for teachers to analyze data and develop action plans along with interventions plans.	PE teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,0000.00	PE teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000
Hire a music teacher for the after school program.	Music Teacher 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000.00	Not Applicable
Purchase of additional resources and curriculum needed for the extracurricular programs	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000.00	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
We will implement the following common core aligned assessments to all students to measure student progress; monitor and measure growth targets; and will use results to measure program efficacy.  ELA/Math Unit Assessments STAR Reading and Math Interim Assessments Galileo	Assessments 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00	STAR assessments were administered at beginning, mid and end of the school year. 4000-4999: Books And Supplies Supplemental and Concentration \$15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide PD in positive behavior intervention reinforcement and implement behavior charts for students.	Training provided by Director of Operations 5000-5999: Services And Other Operating Expenditures Title II 0.00	PD provided in the fall 2020 5000-5999: Services And Other Operating Expenditures Title II 0
Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.	Training will be provided by school administrator and teachers. 0	PD provided in the fall 2020 0
After school Tutoring provided by teachers in grades kinder through 7th	Hourly wages for teachers for after school tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000.00  Materials for after school tutoring 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00	After School tutoring was not provided due to pandemic and 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0  Materials for after school tutoring 4000-4999: Books And Supplies Supplemental and Concentration 0
Lease 8 chrome book carts to be used at all grade levels.	Chrome book cart purchases 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 33,600.00	Chrome Book Carts were purchased 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 33,600
Purchase individual computers for SPED students	Chrome books for SPED students 5000-5999: Services And Other Operating Expenditures Special Education 3500.00	Chromebooks for SPED students were purchased 5000-5999: Services And Other Operating Expenditures Special Education 3500
Professional Development on Google Classroom and Apps	PD on Google Classroom and Apps 5800: Professional/Consulting Services And Operating Expenditures Title II 1,000.00	PD on Google Classroom and Apps 5800: Professional/Consulting Services And Operating Expenditures Title II 1,000.00

## 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.

## Goal 3

Parents, family and community stakeholders will become more fully engaged in school activities.

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)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Imagine's 2018 Spring Family Survey            Parent Square            Sign-in sheets at parent meetings, parents conferences            Class Dojo/Remind for parent/teacher communication</p> <p><b>19-20</b>            Imagine Schools Riverside County's goal is to increase the number of parents indicating that their child's teacher communicate with them about their child's progress to 92%. In addition, Imagine Riverside would like to maintain and increase the percent of parents that indicate the school offers opportunities to be involved in their child's school to 97%.</p> <p><b>Baseline</b>            95% of families are content with school and student safety.            Parent participation in meetings            Parent/teacher participation rate increased by 5%</p>	

**Expected**

**Actual**

2021 Family Survey

**Table of responses for Imagine Riverside – Coac  
Agree**

	Analysis % Respondents	Total
	Overall Responses	3476
I am aware that our school staff is attempting to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun.		136
This school communicates opportunities for parents to become involved in school events and activities.		135
At this school, my children are learning the social, emotional, and character skills that will help them succeed in school and in life.		134
My children are physically and emotionally safe at school.		132
The school clearly communicates school-wide behavior expectations to me and my children.		138
The principal is accessible to parents and guardians.		136
Teachers know my children and focus on them as individuals.		134
My children are learning strategies that help them resolve disagreements with others in peaceful ways.		125
At this school, everyone (students, teachers, and administrators) treat each other with respect.		137
My children are able to describe their progress towards reaching their own academic and character goals.		130
At this school, students are encouraged to report bullying (extreme teasing or threatening behavior) when they see it, and actions are taken immediately to stop it.		124
Teachers provide my children with specific feedback that helps them understand how to improve.		136

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase participation in parent conferences and meetings throughout the school year.	Materials 4000-4999: Books And Supplies LCFF \$1,000.00	Materials 4000-4999: Books And Supplies LCFF \$1,000.00
Open House 2x a year and provide opportunity for parents to learn about educational programs.	Materials needed to advertise meetings 4000-4999: Books And Supplies Supplemental and Concentration \$500.00	Materials needed to advertise meetings 4000-4999: Books And Supplies Supplemental and Concentration
	Not Applicable Not Applicable \$0.00	Not Applicable Not Applicable
<p>Stakeholders will receive consistent communication to inform of services and school activities Communication will be translated for Spanish speaking families</p> <p>Parent Square Communication to parents and stakeholders include the following: Monthly Calendar Monthly Newsletter Friday Folders Phone Blast Mailings</p>	Phone Blast System and materials. 5900: Communications LCFF \$5000.00	Phone Blast System and materials. 5900: Communications LCFF \$5000.00
Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.	Access to computers for parents. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000.00	Access to computers for parents. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000.00
Provide ongoing training for parents of EL students through ELAC and SSC meetings on a monthly basis.	Materials and Communication 5000-5999: Services And Other Operating Expenditures LCFF \$350.00	Materials and Communication and Incentives for parent attendance 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Operating Expenditures LCFF \$300.00
Provide training for parents on how to monitor their child's Accelerated Reader.	Principal provided training. Not Applicable Not Applicable 0.00	Principal provided training. Not Applicable Not Applicable 0

## 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 funds budgeted for the goals were met and implemented.

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



## Goal 4

Continue to provide a school campus that is safe and adheres to Edcode facilities requirements.
















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 3: Parental Involvement (Engagement)  
                          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
<p><b>Metric/Indicator</b> Parent complaints about student safety Student incidents on campus</p> <p><b>19-20</b> Increase parents satisfaction by 5% annually as measured by the parent survey.</p> <p>Maintain student suspension rate less than 1%.</p> <p><b>Baseline</b> Parents are content with the level of security on campus for their children. Students, teachers, and staff feel safe at school.</p>	

Expected	Actual
	<p style="text-align: center;"><b>Chart of responses for Imagine Riverside</b></p> <p>This school provides a welcoming environment for all students and their families. </p> <p>At this school, everyone (students, teachers, and administrators) treat each other with respect. </p> <p>Overall, I am satisfied with the quality of education my children are receiving at this school. </p> <p>I am aware that our school staff is attempting to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun. </p> <p>As an active partner in my children's education, I read all school communications sent home and I am comfortable communicating any concerns I may have. </p> <p style="padding-left: 40px;">My children are physically and emotionally safe at school. </p> <p>Teachers and staff in this school have high academic and character expectations for my children. </p> <p style="padding-left: 40px;">I see positive changes in my children's behavior as a result of our school's emphasis on character development. </p> <p style="padding-left: 40px;">Teachers communicate with me about my children's academic and character progress, including accomplishments and growth areas. </p> <p>The school clearly communicates school-wide behavior expectations to me and my children. </p> <p style="padding-left: 40px;">If my children break the rules, they are given opportunities to reflect on their behavior and learn from their mistakes. </p> <p>At this school, students are encouraged to report bullying (extreme teasing or threatening behavior) when they see it, and actions are taken immediately to stop it. </p> <p style="padding-left: 40px;">Teachers know my children and focus on them as individuals. </p> <p style="text-align: center;">  Strongly Agree         <span style="margin-left: 200px;"> Agree</span> </p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Update school safety plan that includes steps on how to address natural disasters, fire, earthquake and shooters.</p> <ul style="list-style-type: none"> <li>Attend Training</li> <li>Train Staff</li> </ul>	<p>Trainer. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500.00</p> <p>Time to work on plan. 2000-2999: Classified Personnel Salaries LCFF \$1,000.00</p> <p>Security guard for campus to assure student safety. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 30,000.00</p>	<p>Trainer. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500.00</p> <p>Time to work on plan and attend PD 2000-2999: Classified Personnel Salaries LCFF \$1500.00</p> <p>Security guard was not needed due to distance learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p>
<p>Purchase emergency kits for additional classrooms and supplies for nurses office.</p>	<p>Materials/Kits 4000-4999: Books And Supplies LCFF \$3,000.00</p>	<p>Materials/Kits 4000-4999: Books And Supplies LCFF \$3500.00</p>
<p>Expansion of classrooms for additional grades (TK-7th grade).</p>	<p>Construction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000.00</p>	<p>Construction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300.00</p>
<p>Training for custodial staff for up to date certifications needed at all school sites.</p>	<p>Custodial Training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500.00</p>	<p>Custodial Training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500.00</p>

## Goal Analysis

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

A security guard was not hired due to distance learning and students not attending school on campus. The funds were used for PPE equipment and safety protocols for staff and students.

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

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## Goal 5

Implement a variety of strategies to reduce the number of chronic absentee and tardy students.

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 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Students that are chronically absent and late need support in academics.</p> <p>Parents need support and services available to help them get students to school on time.</p> <ul style="list-style-type: none"> <li>• before school program</li> <li>• busing</li> </ul> <p>15.3% chronically absent            2.9% increase from last year</p> <p><b>19-20</b>            The percentage of students chronically absent will be reduced by 5%.</p>	<p>Missing in Action Protocol was developed and helped to keep our attendance at 97% rate throughout the school year.</p>

## Expected

## Actual



IMAGINE SCHOOLS RIVERSIDE COUNTY

50930 Calhoun St.

Coachella, CA 92236

760-391-9200

### MTSS-Multi-tiered system/Improving Student Participation

**Step 1:** Teachers will attempt to call, email, and through online platforms reach out to parents/students that or participation in the online classrooms.

- Teachers will use a minimum total of 3 calls, three emails, and three online platforms to reach parents/students.
- Written documentation is mandatory.
- Date of call, time of call, and the method used to communicate must be in the written documentation.

**Step 2:** Teachers submit names of students they are concerned about on a weekly basis and fill out every Friday.

- Grade level leaders will make a summative list of students in their grades that are MIA. This ensures that grade level leaders know MIA students at their grade level.
- A list of students will be emailed to Mrs. Campbell and Miss Sofia Gonzalez.
- All written documentation by the teachers to the grade level leaders will be attached to the list.

**Step 3:** Attendance Assistant, Miss Sofia Gonzalez will reach out to parents/students.

- Attendance assistant contacts student family and documents outcome of phone call. The MIA team and teachers.
- Follow up continues for two weeks depending on the family response. Results from parent homevisit, student attends school onsite or other resources.
- Information is communicated to MIA team and students' teachers.

**Step 4:** To those parents/students that were not reached:

- Parents/Students will be given a maximum of two weeks to reach out to the school via phone to the teacher.
- Home visits will be conducted in the case that there is no communication at all and student and or not complete assignments.
- Each teacher and grade level leader will be notified of this step.
- It is vital for teachers to give Mrs. Campbell notice if parents/students reach out to you to get help.

**Step 5:** Mrs. Campbell or Miss Sofia may reach out to CPS to make a report of the student(s) missing school.

- This step will only happen when step 1-4 is documented in writing.

### Resources and Support for Students and Families

1. Counseling and assistance to apply for other services such as behavior health.
2. Restorative Practices Sessions
3. Student Study Team
4. On campus training for parents and students to log on to Schoology
5. Small group tutoring and support for SPED and Students that are MIA

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Reduce the number of students that are chronically absent	<p>Hire aides to help with the supervision of students that are dropped off early. 2000-2999: Classified Personnel Salaries LCFF \$30,000.00</p> <p>Hire a part time bus driver to provide more students with transportation. 2000-2999: Classified Personnel Salaries LCFF R20,000.00</p> <p>Creating flyers and making copies to inform parents of services provided (before school programs, bussing). 4000-4999: Books And Supplies LCFF \$500.00</p> <p>Copies for informational meetings on the effects of absenteeism and tardiness. 4000-4999: Books And Supplies LCFF \$100.00</p>	<p>Hire aides to help with the supervision of students that are dropped off early. 2000-2999: Classified Personnel Salaries LCFF \$30,000.00</p> <p>Hire a part time bus driver to provide more students with transportation. 2000-2999: Classified Personnel Salaries LCFF \$20,000.00</p> <p>Creating flyers and making copies to inform parents of services provided (before school programs, bussing). 4000-4999: Books And Supplies LCFF \$500.00</p> <p>Copies for informational meetings on the effects of absenteeism and tardiness. 4000-4999: Books And Supplies LCFF \$250.00</p>

## Goal Analysis

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

We implemented the actions as listed in the plan.

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

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.

Imagine Schools Riverside County implemented an online distance learning model upon receipt of the governor’s Stay-at-Home Order in California, last spring. This order impacted our students, parents, teachers, staff and community in several ways. ISRC teachers and staff had to quickly develop and implement systems that would allow families to continue to receive a free and appropriate education. The staff quickly organized and put systems in place for deploying Chromebooks, distributing food and setting up a daily schedule for students to learn from home.

COVID-19 changed daily teaching and learning for all stakeholders. Parents’ responsibilities changed from dropping off their child at school to picking up all items needed for their child to be on a daily academic routine. Teachers daily interaction with students decreased and a need for constant communication had to be developed to ensure all stakeholders had the tools necessary to continue to support the learning of all students.

During the first two months of distance learning, weekly morning and evening meetings were led by the school principal to provide updates and information to parents that now had to create systems at home that would mirror the classroom. Information regarding classwork and communication with teachers was provided during the meetings. The weekly communication with parents, students and families helped with providing support to students and families during the difficult transition. Communication with teachers and staff were held daily to allow for continued growth, support and to make decisions of next steps. Homework packets were made available to the families that needed them and arrangements were made to provide special education students with speech and academic services based on student IEPs.



The school website was utilized to build teacher classrooms that included daily 8AM-3PM schedules with Zoom links for daily interaction between students and teachers. Teachers used their Zoom platform to teach class and included links for daily opportunities to learn, such as See-Saw and others.

Each grade level continued to hold weekly grade level meetings to continue to enhance their planning. School teachers and administration worked together to create a grading guidance document for the 4th quarter of the 2019-2020 school year. This grading guidance reflected the policies of Governor Newsom and the Department of Education in California. Our goal was to make the transition seamless from what students were used to during in-person, traditional instruction as compared to distance learning.

During the closure, teachers continued to receive training on the use of the state testing digital library, developing weekly virtual lessons inclusive of state standards as well as academic discussions and student engagement through conversations. Grade level leader meetings as well as committee meetings have also been held. End of the year celebrations were also scheduled, such as, kinder promotion ceremonies held as a drive-thru service where families drove up while staff provided students with certificates and recognition.

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

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

An area that was a success and challenge was student attendance and participation in class on a daily basis. The challenge was getting all students to engage in the class and communicating to parents when students were not engaged. Our team analyzed the data regarding student engagement and participation in class. We found that for some families it was a challenge to support and help their children at home. We also found that middle school students were confirming with their parents that they were attending class, but teachers were reporting that although the students were logging on they were not participating.

As a team we discussed these challenges and developed various steps to support and help parents, students and teachers. Some of the steps taken and developed were as follows:

1. We developed a new attendance policy to include communication with parents via phone, home visits and SSTs to inform if their child was not engaged or participating in class.
2. We created a sense of urgency with families and teachers to inform and communicate engagement expectations and participation. Some individual student plans had to be developed to address some of the student identified needs.
3. We developed an incentive program for students that reached goals.
4. We opened up classrooms for small groups of students that did not have parent support due to parent work and individual situations.
5. Offered in-person instruction for students with parents that are first responders and others in need of educational support.
6. Developed a Missing in Action Policy to follow up with students not engaged in class and a system for monitoring student

participation in class.

Currently, we offer classroom-based instruction for families serving as “essential workers.”

In addition, we offer on-site support to students/families by appointment-- specific to supporting SPED Services and in administering Acadience/DIBELS assessments.

As health metrics continue to move in the positive direction, we will provide additional opportunities for in-person instruction. During this transition we will:

- Identify students who have experienced the most significant learning losses as a result of the school closures
- Leverage our Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title dollars, and federal flexibilities on programs and supports to provide intervention and support for these students identified (and other students we determine are at the greatest risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning).
- Provide rigorous, classroom-based instruction to ensure student learning and competency development for all students (based on our master schedule)
- Follow the safety plans and protocols we have established to ensure the well-being of our students and staff (consistent with public health guidance, including considerations for hygiene practices, proper use of PPE, physical distancing, and cleaning and disinfecting protocols in school facilities and vehicles)
- Provide daily opportunities to foster resilience and promote the social/emotional well-being of our students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

A major goal of Imagine Schools, Riverside County is for students from both English-speaking and Spanish-speaking backgrounds to develop high levels of academic proficiency in both written and oral English and Spanish across the curriculum during the stay at home order. In an effort to accomplish these goals, Imagine Schools, Riverside County teachers develop a school wide schedule for maximizing learning in the core subjects as aligned by the Common Core State Standards.

After developing procedures for deploying chromebooks and providing staff development for teachers on next steps after closure was announced, the leadership team met to coordinate resources and curriculum access to our English learners, foster youth and low-income students. The leadership team developed a plan to continue to support our subgroups through distance learning. The following were discussed and implemented to ensure continuance of intervention and support for our students in EL, foster youth and low-income subgroups during distance learning:

1. Lesson plans were developed to include ELD designated time for students
2. Intervention was scheduled for EL students via zoom and provided by the reading intervention team.
3. A list of EL, foster youth and low income students was generated through powerschool to ensure parents were informed of the resources available.
4. A team of instructional aides were assigned to call individual families to ensure they were aware of academic resources, technology and meals.
5. Teachers received access to online ELD curriculum to utilize during the stay at home order.
6. Grade level meetings were held on a weekly basis to ensure GLAD strategies and academic discussions were implemented via the daily zoom meetings as it is part of our integrated ELD time for students.
7. Grade level meetings also included support and coaching for teachers as they designed lessons for ELD designated time and to ensure fidelity to the program.

## 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.

The distance learning program developed for the students attending Imagine Schools Riverside County impacted the school's educational program in many ways. The main goal was to develop processes for ensuring the educational program for students continued with minimal impact on student's on the plan to provide a consistent and effective educational program.

### Continuity of Instruction

The steps taken by the LEA to continue delivering high quality distance learning include:

Teachers are working with students on the Zoom platform to teach the class. Each grade-level has its rubric and technology requirements, but they are all required to schedule a daily available time to answer questions or address the needs of our students. Homework packets are available to pick up for our students in rural areas (without internet access).

The schedule and distance learning program was organized to continue to offer PE class, SPED services including speech and occupational therapy as well as art and intervention centers. All teachers developed their daily schedule and assignments to assimilate their daily school day with similar minutes in all subject areas.

### Access to Devices and Connectivity:

Imagine Schools Riverside County developed a schedule for deploying all of our current devices to families with the expectation that siblings would share chromebooks for their classes as we waited for new devices to arrive. A system was set in place for families in need of internet access to be provided with a hot spot or other community resources to access internet in their home so that all students could have access to their distance learning/online programs.

### Pupil Participation and Progress:

Imagine Schools Riverside County purchased access to Schoology. This platform was utilized to house all student assignments online and provided access to submit work. Schoology included a grading system and a way for teachers and parents to monitor their child's progress in school.

The principal held weekly coffee and donut meetings in the morning and evening to provide updates on school programs, schedules and next steps as COVID-19 policies were implemented in California. Parents were provided with updates and training on the systems that were developed as the school transitioned from a traditional school system to a distance learning program.

### Distance Learning and Professional Development:

During our closure teachers continued to receive training on the use of the state testing digital library, developing weekly virtual lessons inclusive of state standards as well as academic discussions and student engagement through conversations. Grade level leader meeting as well as committee meetings continued to be a great part of the learning process and continued efforts to improve instruction and student participation in class.

#### Staff Roles and Responsibilities:

Staff roles and responsibilities changed for everyone. Every staff member from custodian to school principal and teachers were challenged with having to develop a whole new way to provide instruction for students that could not attend class in person. Teachers and staff had to touch on their creativity to figure out ways to continue to educate students, teach grade level lessons, communicate with parents and grade students in different ways. Teachers had to learn how to utilize technology to teach and communicate in different ways. Our instructional aides job descriptions changed to safety and health experts. They had to learn ways to keep the school disinfected, receive and send work to students and doing everything possible to document and keep all items disinfected.

Teachers learned to input their classroom logistics, schedules, assignments, and zoom links on our school website under the staff directory and on Class Dojo. Our teachers are taught through the Zoom platform to teach class. Our school librarian had to figure out ways to communicate with families and reach out to students and make books accessible to them in an effort to continue our accelerated program.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

Multi-Tiered System of Supports (MTSS)

ISRC has implemented a system wide Multi-Tiered System of Supports for all students. This framework is an umbrella that includes Response to Intervention and Positive Behavioral Intervention and Supports. MTSS is a tiered system that supports every student with core instruction known as Tier I. Some students need supplemental instruction, which is referred to as Tier II and a small cohort of student receive the most intensive intervention and supports, known as Tier III. This tiered system is used for academic as well as behavioral supports.

ISRCs MTSS tiered system also includes:

- Alignment to the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift includes setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of Rtl and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integration of interventions and instructional support systems so that positive changes are sustainable and based on Common Core Standards.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings

This process will provide intervention and educational support at increasing levels of intensity based on a students' individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The MTSS process will have three tiers that build upon each other. Each tier will provide more and more intense levels of support. As an example, Tier I

will include high quality instruction in the general education classroom including differentiation and use of diagnostics (see Element 3 below for more details). Tier II will include additional targeted, supplemental instruction/interventions and will include the SST process. Tier III will include supports such as intensive interventions, IEP or 504 plans. The Charter School will develop and implement interventions to meet the individual needs of students. See below for additional details on strategies and supports in the Academically Low Achieving Students section.

The implementation of MTSS allows for focus on Common Core Standards, differentiated and student-centered learning where all students' needs are addressed. The systems in place create alignment of systems between all students' academic, behavioral, and social success. The systems of support include the interventions within the RtI processes, supports for Special Education, Title I, Title III, as well as supports for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students

PLC's for identification of student needs:

The PLC is supported by professional development opportunities, teacher collaboration/planning and coaching. Teachers will meet in grade cohorts to triangulate student data to identify areas of need and standards students have not mastered. Cohorts will develop a set of detailed action plans that outline a data-based, student achievement improvement plan in English language arts and math. Teachers allocate three hours each week to develop lesson plans and actions plans based on the data they receive from both benchmark and summative assessments as well as attendance and social emotional needs. During the PLC meetings teachers identify students that are at risk.

“At-Risk” Student Monitoring System

1. Classroom Teacher Conducts Assessment & Observations

- Running Records
- Behavioral Observations - referrals
- Social and emotional needs
- SSTs, existing IEP, etc.
- Cumulative Records and assessment results

3. Classroom Teacher Makes Referral for Student Support Services

- All Referrals Will Be Submitted to the Principal
- SST (for academic, behavior, or social/emotional concerns)
- Speech Observation
- Mentoring and Tutoring (in both English and Spanish)

Students are referred to extended learning opportunities based on academic and social emotional needs.

## 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.

Successes and challenges include student attendance and participation. While we had many parents support and the participation of a greater part of the student body we also had challenges with families and students that were not engaged or participating in class. While some students logged on to the computer and attended to the zoom class they also lacked engagement and participation. ISRC developed a missing in action protocol to increase student engagement and participation.

MIA Protocol:

MTSS-Multi-tiered

Step 1: Teachers will attempt to call, email, and through online platforms reach out to parents/students that are missing classwork or participation in the online classrooms.

Teachers will use a minimum total of 3 calls, three emails, and three online platforms to reach out to parents/students.

Written documentation is mandatory.

Date of call, time of call, and the method used to communicate must be in the written documentation.

Step 2: Teachers submit names of students they are concerned about.

Grade level leaders will make a summative list of students in their grades that are MIA. This step is essential to ensure that grade level leaders know MIA students at their grade level.

A list of students will be emailed to Mrs. Campbell and Miss Sofiia Gonzalez.

All written documentation by the teachers to the grade level leaders will be attached to the same email.

Step 3: Attendance Assistant, Miss Sofia Gonzalez will reach out to parents/students.

Attendance assistant contacts student family and documents outcome of phone call. The notes are shared with MIA team and teachers.

Follow up continues for two weeks depending on the family response. Results from parent contact may include homevisit, student attends school onsite or other resources.

Information is communicated to MIA team and students' teachers.

Step 4: To those parents/students that were not reached:

Parents/Students will be given a maximum of two weeks to reach out to the school via phone, email, or reach out to the teacher.

Each teacher and grade level leader will be notified of this step.

It is vital for teachers to give Mrs. Campbell notice if parents/students reach out to you to prevent step 5.

Step 5: Mrs. Campbell or Miss Sofia may reach out to CPS to make a report of the student(s) missing school.



This step will only happen when step 1-4 is documented in writing.

## 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.

Imagine Schools, Riverside County uses the principles of effective character education, as described by Dr. Thomas Lickona (1991) as basic principles for its character development program, called “CHARACTER COUNTS!” “Character Counts” is integrated throughout the curriculum throughout. It is incorporated in the teacher lesson plans, subject content, school assemblies, teacher modeling, etc. The “Character Counts” curriculum is taught in English.

The program includes but is not limited to the following:

- The teacher as a caregiver, model, and mentor
- The classroom as a democratic community
- Activities that promote values and ethics
- Encouraging moral reflection
- Discussion of issues and answers, problems and solutions
- Conflict resolution and students as mediators
- Parent and community involvement
- Learning to serve and serving to learn

Evidence is mounting that CHARACTER COUNTS! improves not only student behavior, but also academic performance. Program participation is meant to promote self-control and self-confidence. Through the development of character, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)

The CHARACTER COUNTS! program focuses on six core ethical values in developing good character:

- 1.Trustworthiness - Be honest Don't deceive, cheat or steal Be reliable — do what you say you'll do Have the courage to do the right thing Build a good reputation Be loyal - stand by your family, friends and country
- 2.Respect - Treat others with respect; follow the Golden Rule Be tolerant of differences Use good manners, no bad language Be considerate of the feelings of others Don't threaten, hit or hurt anyone Deal peacefully with anger, insults and disagreements
- 3.Responsibility - Do what you are supposed to do Persevere: keep on trying! Always do your best Use self-control Be self-disciplined Think before you act — consider the consequences Be accountable for your choices
- 4.Fairness - Play by the rules Take turns and share Be open-minded; listen to others Don't take advantage of others Don't blame others carelessly

- 5.Caring - Be kind Be compassionate and show you care Express gratitude Forgive others Help people in need
- 6.Citizenship - Do your share to make your school and community better Cooperate Get involved in community affairs Stay informed; vote Be a good neighbor Obey laws and rules Respect authority Protect the environment

In practice, for some students the goal in character development is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge emerge for all students who are nurtured and supported. Therefore, students learn that there are logical consequences for bad decisions. The discipline system is grounded on the notions of personal responsibility and restitution. For instance, a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. We believe that parents and the Charter School must work together as a team on a united front to ensure success for students.

## **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.

Parents will be strongly encouraged to contribute a minimum of 10 hours per family, per academic year to Imagine Schools, Riverside County. Completion of volunteer hours, however, is not a prerequisite of enrollment at Imagine Schools, Riverside County. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Board of Directors (as member or observer), ELAC, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities.

Parents play a vital role as mentioned in the educational program of the charter. Before families enroll, they must fully understand the components of the program model and attend an orientation meeting held in Spanish and English.

Parents were strongly encouraged to attend regular parent meetings designed to keep them informed of what is happening at Imagine Schools, Riverside County. Because all the teachers are bilingual, our Spanish speaking parents will have an increased opportunity to keep close communication with the parents. This level of trust that parents feel towards teachers translates into increased parent participation with their child's education as well as all Charter School functions.

Parent involvement is essential, so family outreach is a central component of the educational program. In addition to the Parent Advisory Council described above, families can also participate in governance through a Family Association (similar to PTO) and volunteer around campus in everything from assisting teachers in the classroom to fundraising. Families also are drawn into the learning by taking part in special family centered science, technology, cultural, and math events.

Imagine Schools, Riverside County will form a dual language parent teacher organization (“PTO”) at each school site, to inform parents about all aspects of the dual language program. The PTO Continued to meet on a monthly basis and will educate parents about the dual language immersion model and how it is designed to promote strong academic outcomes.

Parent meetings such as coffee & donuts with principal, PTO, SSC, 8th grade promotion meetings took place via zoom with an overwhelmingly number of parents participating. The challenge was to get parents of students that lacked engagement to participate. We developed incentives, such as gift card give aways and raffles to get parents to participate.

We also surveyed parents throughout the pandemic so we could get some sense of direction on what parents concerns, worries and hopes were for our school program.

## **Analysis of School Nutrition**

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

ISRC participates in the National School Lunch Program (NSLP) and follows all guidelines associated with the program, including the revised guidelines to accommodate the COVID pandemic -- ensuring we are able to serve a breakfast and lunch to any and all of our students at ISRC.

The following outlines how we are providing meals for our students during remote learning and, at some point, in person instruction. ISRC served pre-packaged meals (breakfast & lunch) using a grab and go system at the school site, and we distribute meals within the community by delivering via our school buses (Meals on Wheels). These methods of serving our students will continue for as long as we provide instruction through distance learning.

Once the school transitioned towards a hybrid/in-person model, the school continued with the grab and go breakfast and lunch for those families choosing to continue remote learning (through our Meals on Wheels program). For those students that participate in on campus/in person instruction, pre-packaged food (breakfast and lunch) will be delivered to each classroom.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

## 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.

The lessons learned from the turbulence of changes and challenges encountered throughout the stay at home order and as we transitioned to in-person offerings include the following:

We acknowledge the “equity” challenges inherent in home-based remote learning (including students/families access to technology tools and the internet, the varied levels of family supervision to support students during remote learning, and the factors unique to distance learning that situate students as “at risk” – requiring targeted and proactive supports).

Our approach to remote instruction is grounded in providing quality learning experiences in the form of:

- Teacher directed on screen learning activities that include “live” (synchronous – using Zoom ) and recorded (asynchronous) learning experiences, and
- Student directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, project-based learning, etc.)

We acknowledge that:

- many educators around the globe recommend K-12 students (especially the youngest students) should not be expected to participate in school activities for the length of time equivalent to a typical, in person school day
- many students and families hope for more structure and “normalcy” during distance learning this fall (reflecting traditional in-person school schedules)

- various stakeholders recommend educators provide more rigor in lessons and schedules to maximize student learning as we return to school

For the reasons above we have become more consistent with progress monitoring of student results and increasing the implementation of intervention. Our goal is to close the achievement gap we have noted based on the different situations students had to endure during the pandemic. Our goals and actions focus on providing those interventions needed to remedy the increased learning gap throughout this time. The interventions and services are listed within our goals and actions to maintain a focused approach on students well-being and academic achievement.

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

We developed systems to determine the needs of significant subgroups such as our SPED and EL population. We analyzed data for students. Our data included reports on academic achievements or lack of as well as attendance and participation. From our analysis with grade level teams we determined the needs of our students. We included intervention for all of our students with needs. Based on the analysis of data and reports we determined if students were in need of social emotional assistance or academic intervention. We scheduled both spanish and english inteventionist to provide one to one or small group support in the area of need. We also hired a counselor to provide support for students that needed social emotional support. In addition, we created support systems for teachers to receive training in social emotional support for students and create opportunities for students to get support in class through conversations, philosophical chairs and many other activities.

Our school continued the implementation of the AVID program with a focus on preparing students for a positive future in college and career readines and how they can make a difference in the community.

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.

We have not noted substantive differences in what we have offered and what we planned to offer. The most important element to note is the continued use of data, (teacher observations, academic results and personal notes received for each student) to identify specific needs and intentional interventions for all students. We have also noted the learning gap for students with special needs, English learners and foster youth. We continue to open lines of communication with the parents and students to provide the best support systems for these identified students.

# 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 ongoing analysis of data both academic and non academic have shown us as an educational team that the ongoing professional development of staff and teachers is key to the continued success of our students. Our Learning Continuity Plan included specific training opportunities for our staff so that they could deliver instruction effectively to the students through zoom platform, in-person or through intervention.

Areas of focus for Professional Development for teachers (2020-21) include:

- Evidence Based Instructional Recommendations for each core content area – specific to California’s curriculum frameworks and guidance documents on how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery.
- Best instructional practices specific to remote teaching (including how to design virtual lessons that promote student participation and engagement)
- Understanding and meeting the social/emotional learning (SEL) needs of our students (unique to this context)
- Using feedback and formative assessment successfully – in ways that serve to motivate students
- Successfully using Schoology as our Learning Management System (and ensuring safe and secure digital learning experiences for our students), and
- Understanding and meeting the unique needs of our students identified as specialized populations.

In addition, we have:

- provided training for our employees to understand Imagine Employee COVID policies (This involved reviewing our benefits packages to ensure our employees are aware of the supports available from our Employee Assistance Program, and providing training on Safety protocols we will use in accordance with local, State and federal guidelines.)
- shared recommended, open source instructional resources with our teachers to promote rigorous learning experiences during distance learning.
- shared “Tips for Success” for students and for parents during distance/remote learning.

Staff responded well to the trainings and were appreciative of the support that helped them to spark their creativity in developing lessons. Teachers and staff that received training dealt with teaching challenges in a more productive and effective manner.





## Instructions: Introduction

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

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

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

### Annual Update

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

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	2,733,450.00	1,504,950.00
	0.00	0.00
LCFF	121,950.00	143,050.00
Not Applicable	0.00	3,000.00
Special Education	153,500.00	163,500.00
Supplemental and Concentration	2,246,000.00	1,028,400.00
Title I	120,000.00	140,000.00
Title II	92,000.00	27,000.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,733,450.00	1,504,950.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,178,000.00	555,000.00
2000-2999: Classified Personnel Salaries	661,000.00	409,000.00
3000-3999: Employee Benefits	74,000.00	76,000.00
4000-4999: Books And Supplies	313,600.00	328,250.00
5000-5999: Services And Other Operating Expenditures	427,450.00	96,700.00
5800: Professional/Consulting Services And Operating Expenditures	74,400.00	35,000.00
5900: Communications	5,000.00	5,000.00
Not Applicable	0.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,733,450.00	1,504,950.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	133,000.00	135,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,045,000.00	420,000.00
2000-2999: Classified Personnel Salaries	LCFF	31,000.00	51,500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	630,000.00	357,500.00
3000-3999: Employee Benefits	LCFF	45,000.00	45,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	29,000.00	31,000.00
4000-4999: Books And Supplies	LCFF	39,600.00	40,250.00
4000-4999: Books And Supplies	Not Applicable	0.00	3,000.00
4000-4999: Books And Supplies	Special Education	17,000.00	25,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	137,000.00	140,000.00
4000-4999: Books And Supplies	Title I	120,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	350.00	300.00
5000-5999: Services And Other Operating Expenditures	Special Education	3,500.00	3,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	398,600.00	66,900.00
5000-5999: Services And Other Operating Expenditures	Title II	25,000.00	26,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	6,400.00	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	67,000.00	1,000.00
5900: Communications	LCFF	5,000.00	5,000.00
Not Applicable	Not Applicable	0.00	0.00

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



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,332,900.00	997,500.00
<b>Goal 2</b>	1,023,100.00	439,100.00
<b>Goal 3</b>	11,850.00	11,300.00
<b>Goal 4</b>	335,000.00	6,300.00
<b>Goal 5</b>	30,600.00	50,750.00

\* 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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		



## 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
Imagine Schools Riverside County	Grace Jiminez Principal/CA Regional Director	grace.jiminez@imagineschools.org 7602222413

## Plan Summary [2021-22]

### General Information

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

As a national family of public charter school campuses, Imagine Schools partners with parents and guardians in their children's education by providing high-quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. A highly effective school results from a rigorous academic program in a culture of trust and high expectations, led by a visionary instructional leadership team and implemented by talented, dedicated teachers. At Imagine Schools, we monitor and evaluate our school performance based on Measures of Excellence Developing Character, Enriching Minds. Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success. Academic Growth defines our strong belief that students' progress toward proficiency and beyond is the most accurate indicator both of a student's and a school's academic strength. Every Imagine student must develop the skills and habits for successful learning. Imagine educators, students, parents, and board members support and adhere to the Imagine Schools Academic Excellence Framework, which specifies increased rigor, focus, effectiveness, and accountability. This Framework includes an expectation that every student will reach or exceed grade-level proficiency within three or fewer years while attending an Imagine School. Imagine educators design their instruction to empower each student to make significant academic progress measured and celebrated. Positive Character Development begins with Imagine teachers and staff teaching, modeling, and integrating virtues into every school curriculum and culture. Students learn to set academic and personal goals. They grow in their ability to successfully meet their goals as they practice integrity and diligence while taking responsibility for their studies. Our focus on character helps students attain the virtuous habits needed to live fruitful, honorable lives. Imagine Schools, Riverside County's mission is to prepare a student population in a culturally inclusive

learning environment with curriculum delivery through a dual language immersion format. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college.

## Reflections: Successes

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

CAASPP results for the 2018-19 SY revealed that our students at Imagine Schools Riverside County performed in the top 1/3 of all schools in Riverside County. The improvement in our CAASPP scores from 2017-18 to 2018-19 is especially noteworthy as we increased the percentage of our students meeting or exceeding in math by 8.45 points, and increased the number of students meeting or exceeding in ELA by 8.97 points.

We made a series of very important changes that prompted this improvement. First, we adjusted our master schedules to protect more minutes of tier one instruction in both math and ELA across all of our grade levels -- and we scheduled small group or other tiered interventions at other times, to ensure students received consistent, quality instruction at tier 1 and tier 2. Second, we hired West Ed to provide monthly PD on evidence-based mathematical practices -and meet with identified teachers each month to plan lessons that included intentional ways to engage students in academic discourse. Third, we hired two academic coaches and created a cycle of support that mirrored the West Ed planning sessions, involving our teachers in ongoing lesson studies (planning together, observation, and feedback) between visits from West Ed. Fourth, we changed our progress monitoring to include a focus on the Interim Assessments included with CAASPP and conducted regular data chats with teachers at all grade levels.

## 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.

While our CAASPP data from 2018-19 revealed improvement in both ELA and math with all students and in all subgroups, our English Learners showed slightly less improvement in math. Data from walk-throughs conducted by our site and Regional leadership teams and feedback from our Federal Progress monitoring visit also revealed that our teachers would benefit from more support and training to best meet the needs of our EL students.

Thus, we partnered with RCOE for the 2020-21 SY to provide targeted PD for our teachers to improve instruction and improve the learning of our EL students. This professional development included a review of our curriculum resources to identify activities designed to provide the most meaningful instruction to our EL students. Teachers at both of our campuses (Hemet and Riverside County) attended this professional development (either in person or remotely) during the year.

We recognize that our English learners' English proficiency level may have decreased during school closures as some students experienced limited instruction for an extended time -- and that the pivots between learning platforms (remote only, hybrid and in-person models) likely have impacted reclassification. We will closely monitor students who were previously reclassified as fluent English proficient to evaluate whether students need additional services to recover any academic losses during in-person school closures.

We will continue to provide PD and supports to teachers to ensure we are meeting the needs of all of our students, especially those identified as English Learners, during the 2021-22 SY.

We know that given this context, supporting the social/emotional needs of our students will be our first priority during the 2021-22 SY.

## LCAP Highlights

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

Imagine Schools Riverside County LCAP for 2021-22 include a continuation of goals and actions we currently have in place, as well as a couple of "new" areas of focus based on the current context and the needs of our students.

As is indicated in the previous section, we will continue to provide PD and supports to teachers to ensure we are meeting the needs of all of our students, especially those identified as English Learners. And we will provide systematic structures to support the social/emotional needs of our students returning to learning "in person" for the 21-22 SY.

Key to our LCAP for the 21-22 SY is that we will have two academic coaches serving the Riverside County campus and 1 at our Hemet campus to plan with teachers and provide a cycle of coaching and support to allow our teachers to continue to grow. We will provide additional professional development and support to our paraprofessionals serving both campuses, as well.

Given all of our teachers will be teaching in-person again, we will increase our walkthroughs and progress monitoring with more fidelity.

And we will be intentional to extend learning activities for our students beyond our regularly scheduled school day, including engaging lessons during our before and after school programming.

# 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.

## Monitoring and Evaluating Effectiveness

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

# Stakeholder Engagement

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

Imagine Schools Riverside County Administration and stakeholders started attending CBO meetings for LCFF/LCAP implementation monthly. Below is more detail:

- Principal/Regional Director attended several LCAP workshops through RCOE
- Business Manager attended LCAP workshop through RCOE
- Sent calendar to teachers regarding the LCFF and LCAP Parent/Community Meeting
- Principal and Business Manager presented to the teachers the LCFF and LCAP overview. Got teachers' input through school meetings
- Provided parents with LCAP survey in English and Spanish to get their input on the needs of the school
- Reviewed teacher and parent input with business manager to develop new and update goals for 2020-2021

The staff at Imagine Riverside County attended several meetings and training to gain knowledge in completing the LCAP, including the new template.

Once the stakeholders attended training, a timeline for meetings was developed and scheduled to inform all stakeholders. Imagine Schools Riverside County developed surveys to mirror the goals and help the team learn and evaluate the plan's outcome.

A summary of the feedback provided by specific stakeholder groups.

From the survey and meeting feedback, we gathered the need for clear goals that would benefit students and stakeholders. Our LCAP is very specific and clear and it allowed for our stakeholders to see the vision of our schools.

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

The aspects that influenced our LPAC began with the shared information from RCOE and various training. LCFF and LCAP information changed throughout the various meetings as we received input from the stakeholders. Updates were necessary to capture the input from teachers, staff, administration, parents, and the community. Information was presented in digital format, powerpoints, and paper packets.

# Goals and Actions

## Goal

Goal #	Description
1	Provide 100% of students with high quality instruction and rigorous Common Core (ELA, MATH, NGSS) aligned curriculum through a dual-language learning environment that includes providing relevant learning experiences and encourages student engagement by the beginning of August 2021.

An explanation of why the LEA has developed this goal.

Academic growth continues to be the main focus of Imagine Schools. By providing high-quality and rigorous instruction, we plan to increase and encourage student engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Assessment	Our data shows that we meet many of our goals. We hold a beginning of the year, mid-year, and an end of the year assessment to see academic growth. We can use that data and information to engage students and ensure that our curriculum and instruction meet our standards. Our STAR data has shown that we have kept stable scores, meeting many of our school goals.				Academic Growth



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Lesson Plans	<p>The school administration reviews lesson plans throughout the school year. They are observed and evaluated to ensure that rigor and engaging lessons are being taught in the classroom. Improvements have been observed in the classrooms, and teachers provide students with high-quality instruction and a Common Core-aligned curriculum. Lesson plans are aligned to the Common Core and provide objectives and essential questions.</p>				More rigorous and engaging lesson plans.
Teacher/Classroom Observations	<p>School administration and academic coaches conduct various formal and informal teacher/classroom observations throughout the school year to ensure quality instruction.</p>				A fully engaged classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Curriculum Choice	<p>At the end of the school year, we as a team can analyze and reflect on the school curriculum. We can note what worked and what did not work. Currently, we are using Houghton Mifflin. Our curriculum meets the California Common Core standards and the quality and rigor to provide high-quality instruction.</p>				Curriculum that is high quality and rigorous.
Provide access to all students with common core curriculum.	<p>Common core curriculum was purchased for all students in kinder through sixth grade this school year. The curriculum that was purchased was for Go Math, Journeys, and Senders. Additionally, we also purchased Standards Plus, a common core supplemental curriculum to help our students reach the projected proficiency rate of 20%.</p>				Score Growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	Teacher input is valuable and is gathered throughout the school year in meetings, workshops and professional developments.				See positive growth.
Credentialed Teachers with appropriate credential for subjects taught	It has been a challenge to ensure all teachers have a BCLAD credential for classes that are taught in spanish.				100% of all teachers to have appropriate credential

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide access to all standards based curriculum.	<p>Provide access to all standards-based curriculum, assessments, and high-quality based instruction to prepare students for proficiency in reading and math.</p> <p>Purchase appropriate Common Core Curriculum (ELA, Math, NGSS).</p> <p>The common core curriculum was purchased for all students in kinder through sixth grade this school year. The curriculum that was purchased was for Go Math, Journeys, and Senderos. Additionally, we also purchased Standards Plus, a common core supplemental curriculum to help our students reach the projected proficiency rate of 20%.</p>	\$70,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development through PLC'S.	<p>Provide professional development through PLC's in the following areas per our PLC calendar, where teachers review data, monitor student progress, and develop improvement plans focused on the implementation of best practices, CCSS, and reviewing ongoing assessments. All teachers in testing grades will participate in Interim Assessment/Digital Library training and develop pacing guides for both ELA and Math.</p> <p>WestEd and RCOE provided PD to all teachers throughout the school year (9 minimum days) in the areas of increasing rigor in ELA and Math, student engagement, and classroom management.</p> <p>Additionally, teachers in grades third through sixth were provided with professional development in Digital Library, Interim Assessments, and Data analysis to prepare students for state testing</p>	\$22,000.00	No Yes
3	Curriculum, Assessment, and Supplemental Resources	<p>Provide curriculum, assessment and supplemental resources specific to students needs in special education and IEP goals to include CCSS.</p> <p>Provide ongoing CCSS staff development opportunities specific to special education teacher needs.</p> <p>CC curriculum was purchased for our SPED students that have IEP to address their goals throughout the year. Chromebooks, computer program licences, and supplies were purchased for all students that receive SPED services.</p>	\$55,000.00	No Yes
4	Provide Support System Inclusive of Differentiated Instruction. RTI Intervention Program.	<p>Provide a support system inclusive of differentiated instruction.</p> <p>Four aides were hired full-time to provide reading intervention.</p>	\$75,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Interventions through RTI for all students throughout the day, including before and after school programs.</p> <p>Employ four reading intervention aides to work with small groups of students on specific reading interventions.</p>		
<b>5</b>	Instructional Assistants for Instructional Assistance	<p>Provide full-time instructional assistants to help engage students while teachers work with small groups through universal access.</p> <p>9 full-time instructional assistants were hired to help engage students while teachers work with small groups through universal access.</p>	\$300,000.00	No Yes
<b>6</b>	Implementation of Direct Instruction and Student Engagement	<p>Provide training on the implementation of direct instruction and student engagement strategies.</p> <p>Hired WestEd and RCOE to provide PD. Academic coaches were also hired to continue with the work WestEd and RCOE provided to teachers throughout the school year.</p>	\$135,000.00	No Yes
<b>7</b>	IXL Licenses	Purchase IXL licenses for all grades	\$6,000.00	No Yes
<b>8</b>	Rewards and Incentives for Students	<p>Provide rewards and incentives for students that meet accelerated reader goals.</p> <p>Purchase accelerated reader license for students to begin accelerated program.</p>	\$5,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
9	Implement STEM	Implement STEM (science, technology, engineering and math program. Purchase STEM kits and provide training to all staff.  Purchased STEM kits for grade levels and provide training to staff.	\$5,800.00	No Yes
10	Classroom Teacher Training for CCSS-High Risk Populations	Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.  PD on common core standards for teachers.	\$3,000.00	No Yes
11	Increase attendance for students	We hire an attendance clerk that monitors attendance and contacts parents via phone calls, homevisit or school messenger to communicate and provide supports needed to improve each student's attendance for both school sites.	\$80,000.00	No
12	Hire credentialed teachers	Imagine Schools Riverside County will provide support for teachers to obtain BCLAD credential or appropriate credential for the classes they teach.	\$10,000.00	No
13	Offer CTI-Teacher Induction to Clear Credential	ISRC will support teachers with registration to the induction program to help them clear their preliminary teaching credential.	\$35,000.00	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	Currently we have a total of 16% of our EL students performing at a proficient level. Our goal is to increase to have 20% of all of our EL students to perform at a proficient level by the end of 2021/22 school year.

An explanation of why the LEA has developed this goal.

Our Federal Progress Monitoring (FPM) visit revealed that our teachers would benefit from more support/training to best meet the needs of our EL students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Observation/Lesson Planning-currently teachers struggle with the implementation of ELD standards.	Teachers were observed in the classroom in a formal and informal evaluation to support in developing and creating engaging lessons to meet the needs of our EL students. Academic coaches, administration, and teacher grade-level leaders supported teachers to ensure more support was given.				EL Support Growth
Walkthroughs with Consultant-Currently teachers still struggle	Our valuable training with RCOE allowed our school to provide the latest data,				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with implementation of ELD standards.	information, and pedagogy to train our academic staff to meet the needs of our students. Teacher observations were part of the workshops, and it allowed training staff and administrators to calibrate results from professional development into the lesson plans in the classroom.				
ELPAC results 16% of students are at proficient. 37% of students are at level 3-moderately developed	At the end of every year, administration and educators meet to reflect on the curriculum, improve lesson planning, and best support the academic needs for the following school year.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	RCOE Training with Lisa Rivera	The implementation goals: (Bullet Items) ? Increase teacher capacity to integrate language development standards with content standards when lesson planning for dual language immersion (DLI)	\$18,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		? Increase instructional capacity for supporting language production in speaking and writing in English and Spanish ? Increase all levels of leadership capacity in dual language program Implementation goals will be measured by: (Bullet Items) ? Training sign-ins ? Implementation walks ? Administration observations ? Student writing		
2	Coverage for teachers to meet with grade level	Provide substitute teachers for grade levels to meet with consultant as a grade level and plan out lessons aligned to ELD standards.	\$9,000.00	No
3	ELD Curriculum	Purchase ELD supplemental materials and implement during ELD time with all English Learners	\$45,000.00	Yes
4	Language Acquisition Tutoring	Extended academic programs for EL students to increase learning time and provide focused interventions based on language needs in speaking, reading, writing or oral communication in English.	\$20,000.00	Yes
5	Intervention for LTEL students	Provide afterschool tutoring for students that are in the LTEL category.	\$10,000.00	Yes
6	Language support for all students in bilingual program	Provide aides for students with high number of English Learners to work with student on language acquisition in a bilingual program.	\$75,000.00	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
3	Stakeholders (Parents, family, community, and staff) will become more fully engaged in school activities and meetings in the next three years.

An explanation of why the LEA has developed this goal.

Stakeholder engagement/participation is very important to the vision and learning outcomess of our schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coffee and Donuts with the Principal	These meetings with the stakeholders are the most successful. They provide a town-hall meeting environment where all stakeholders can communicate, give updates, answer questions and participate. We are beginning to use many social media platforms to spread awareness of these meetings.				Continued growth in engagement/participation
PTO meetings	These meetings allow parents and community members to become more involved in school				Continued growth in engagement/participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	functions and volunteering opportunities actively. They give participants the availability to join school functions actively.				
Board Meetings	Board meetings serve more than approving school procedures and school policies. They become meetings that engage and create participation.				Continued growth in engagement/participation
School Activities/Ceremonies	School functions, activities, and ceremonies can be places to celebrate, engage, and encourage positive outcomes for our schools. Even though the pandemic of 2020 created obstacles, our school provided an opportunity for some normalcy through actively encouraging school functions, activities, and ceremonies while enforcing CDC, state, and county				Continued growth in engagement/participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	safeguards for COVID 19.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increasing Communication with Stakeholders	Imagine Schools Riverside County's goal is to increase engagement/participation through successful communication using various platforms.	\$5,000.00	No Yes
2	PTO	These meetings allow parents and community members to become more involved in school functions and volunteering opportunities actively. They give participants the availability to join school functions actively.	\$5,000.00	No
3	Coffee and Donut Principal Meetings	These meetings with the stakeholders are the most successful. They provide a town-hall meeting environment where all stakeholders can communicate, give updates, answer questions and participate. We are beginning to use many social media platforms to spread awareness of these meetings.	\$5,000.00	No
4	Board Meetings	Board meetings serve more than approving school procedures and school policies. They become meetings that engage and create participation.		No
5	School Activities/Ceremonies -Incentives for students	School functions, activities, and ceremonies can be places to celebrate, engage, and encourage positive outcomes for our schools. Even though the pandemic of 2020 created obstacles, our school provided an opportunity for some normalcy through actively encouraging school functions, activities, and ceremonies while enforcing CDC, state, and county safeguards for COVID 19.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Participation in the Advanced Reading Challenge and National Character Essay Purchase incentives for students to participate in several challenges throughout the school year.		
6	ELAC Advisory Committee	Meet with ELAC community-outreach to parents of EL students- Provide incentives to parents that participate.	\$5,000.00	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
4	<p>By the end of the school year 2021-2022 the mean Reading/Math Learning Gain for all students will improve from 1.09 to 1.12, as measured by the Fall to Spring STAR Reading/Math Assessment.</p> <p>By the end of the school year 2021-2022, there will be an increase of 5 percent of students who will meet their proficiency level as measured by the 2022 CAASP ELA/Math Assessment</p> <p>By the end of the school year, the median Reading/Math SGP for all students should be 40 or greater.</p>

An explanation of why the LEA has developed this goal.

Currently students are showing progress, but we need to make sure that the progress is not affected by the learning loss due to COVID and stay at home order. We want to maintain our focus on student achievement for all students to have success when they promote to high school and attend college.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results for Math 18/19	18/19 results indicate that 34%of the students scored proficient in grades 3rd-6th grade. We have since then added 7th & 8th grades and were exempt from state test due to pandemic.				CAASPP results to show an annual growth of 5%.
CAASPP Results for Reading 18/19	18/19 results indicate that 29%of the students scored proficient in grades				CAASPP results to show an annual growth of 5%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd-6th grade. We have since then added 7th & 8th grades and were exempt from state test due to pandemic.				
STAR RESULTS Reading 18/19	18/19 results indicate students in grades kinder-6th grade had an overall learning gain of 1.09. We have since then added 7th & 8th grades and were exempt from state test due to pandemic.				Learning gain of 1.05-1.15
STAR RESULTS Math 18/19	18/19 results indicate students in grades kinder-6th grade had an overall learning gain of 1.07. We have since then added 7th & 8th grades and were exempt from state test due to pandemic.				Learning gain of 1.05-1.15

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Best Practices	CIF strategies, collaborative strategies, the application of the Grab and Go Classroom Manipulative Kit and implementation of technology through the use of Go Math online		No Yes

Action #	Title	Description	Total Funds	Contributing
2	Interim Assessments Review	Teachers will informally assess students to determine whether they need additional support in order to implement Universal Access Time.		No
3	Writing Implementation	Teachers will apply daily writing opportunities to scaffold for a final writing product at end of every unit with 80% of the students will score a 3-4 on unit writing assignment.		No
4	Professional Development on Step up to Writing-Consultant	Teachers to receive training in developing prompts and rubrics that are grade level appropriate across all writing-Include: Curriculum writing prompts,Writing Conventions,Writing strategies, AVID strategies	\$8,000.00	No
5	Attend Math training offered at RCOE- Decimals, Fractions & other	Teachers participate in the training offered through Riverside County Office of Education	\$20,000.00	No
6	Identify students with special needs.	Purchase special education assessments and supplemental materials to use specifically for special education students (Woodcock-Johnson in English and Spanish, Weschler, Test of Auditory Processing in English and Spanish, Test of Visual Perceptual Skills, Comprehensive Test of Phonological Processing, Behavior Assessment System for Children (forms)).	\$15,000.00	No
9	Psychologist	Hire a full time school psychologist to meet the needs of both Coachella and Hemet	\$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	Hire Speech Pathologist	Students with speech delays need therapy to help them develop language and have success in academic areas. Speech therapist supports in identifying students that need speech therapy and also to monitor students that exit speech therapy.	\$95,000.00	No
11	Purchase laptops and IPAD for each teacher	Teachers are provided with the technology needed to provide hands-on teaching and learning to students.	\$45,000.00	No
12	Chromebook Devices for students	Purchase new updated chromebooks for students as needed throughout the school year and replace outdated devices that do not allow students to access state testing and interim testing websites.	\$50,000.00	No
13	Hire two full time technology assistant	The need for a full-time and a part time technology assistant is necessary to ensure both the Coachella and Hemet campus have support in onboarding new teachers with technology, troubleshooting systems that students and staff utilize.	\$110,000.00	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.

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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
5	Improve campus climate to impact student/parent/staff connectedness to school by building a nurturing, inclusive, and supportive learning community. Continue to provide a school campus that is safe and adheres to Edcode facilities requirements.

An explanation of why the LEA has developed this goal.

COVID 19 caused detachment, trauma, and strained relationships and resources.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counselor	Connect students and families with the programs they need to succeed in school and support their wellbeing.				Implementing a comprehensive school counseling program
Parent & Student Resource Center	Provide students and families with the programs and resources they need to succeed in school and beyond.				Connecting parents and students with important resources
Team Building	Offer professional developments, school functions, and activities that build staff trust and respect.				Improves productivity, increases employee motivation, encourages collaboration and builds trust and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					respect among employees
Safe School Environment	Our data indicates that our parents and staff feel physically and emotionally safe at school. In 2019 - 2020 surveys, 98.1% agreed; this year, our goal is to increase to 100% agreed in this survey question. To support this outcome, we will execute monthly safety reports with dates of fire/earthquake drills, conduct surveys on cleanliness of the campus, and conduct monthly review on building, fixtures and other facility needs.				Implementing a comprehensive school-wide program to improve academics and support our families needs.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student, Parent, and Staff Connectedness	Imagine Schools goal is to bridge the emotional gaps caused by COVID 19		No Yes
2	Facilities-upgrades as necessary for student safety	Purchase necessary appliances/fixtures to keep our school updated- Airconditioners, bathroom fixtures, plumbing, gardening, etc.	\$145,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Safe school environment	Purchase all necessary supplies to keep school clean and disinfected.	\$65,000.00	No
4	Training on Character and Restorative Practices	Offer professional developments, school functions, and activities that build staff trust and respect.	\$20,000.00	No Yes
5	Communication/Parent Involvement	The administrative team will stay abreast of all CDC Guidelines and recommendations. The administrative team will update parents and stakeholders by using the following: <ul style="list-style-type: none"> <li>• Monthly Calendar</li> <li>• Monthly Newsletter</li> <li>• Friday Folders</li> <li>• Phone Blast</li> <li>• Mailings</li> <li>• Social Media</li> <li>• Class Dojo</li> </ul>		
6	Counselor	Connect students and families with the strategies, programs, and resources they need to support their social-emotional needs.	\$65,000.00	No
7	Parent & Student Resource Center	Provide students and families with the programs and resources they need to succeed in school and beyond.	\$25,000.00	No
8	Hire a full time and part-time nurse or medical assistant	A medical assistant and/or nurse is needed to handle situations when students get hurt or need any type of medical attention. Review student immunizations, contact parents and complete annual reports as necessary.	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Purchase two buses	The current school buses at both Coachella and Hemet are over 15 years old and continue to have mechanical issues.	\$500,000.00	

## 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.

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# 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
33%	3,280,980.00

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

## Required Descriptions

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

### Foster Youth:

1. Review of current student populations needs and attendance.
2. Survey to parents to find out if they need additional service.
3. Missing in Action procedures-Our leadership team met and developed a Missing in Action Protocol that allows our Resource team to conduct homevisits and find out if students fall under the foster youth system or have other needs.
4. Prepared with systems in place to support our foster youth with priority to providing the following as needed:
  - Transportation
  - Uniforms
  - Breakfast and Lunch
  - In school tutoring help
  - SST process if academics decline or absences become prevalent.

### EL:

1. Use multiple measures to assess students' language strengths and needs.
2. Provide each teacher with student ELPAC, CAASPP and internal assessment results to ensure they differentiate for students as needed.
3. Identified curriculum and strategies to use during designated and integrated ELD time. Will be utilizing a AVID Excel for 6th-8th grade students that are long term EL students.

4. Emphasize oral language development by creating opportunities for students to speak, think/pair/share, complete sentences, etc.
5. Explicitly teach students language learning strategies that they can use to support their learning independently or virtually.
6. Provide opportunities for students to practice using technology and software to develop language and literacy.
7. Provide opportunities for face-to-face interaction -- allowing time for students to practice with the language.
8. Identify and provide appropriate linguistic supports and scaffolding -- based on student's language strengths and needs. (Provide more visuals, video, leveled text, graphic organizers/thinking maps, word banks, sentence starters, paragraph frames, etc.).
9. Identify consumable materials which are part of current curricula – that can be sent home for students to practice language skills during virtual learning time.

SPED:

1. Review IEPs to determine individual student services and needs and ensure distance learning and in-person schedules ensure extra support/contacts take place.
2. Schedule weekly meetings/collaboration and planning for general education and special education staff.
3. Track accommodations and modifications.
4. Monitor student progress and communicate with families.
5. SPED students that need to attend school for testing or completing complex tasks are scheduled at the school for support with SDC, RSP, speech therapist and/or SPED instructional aides.
6. Provide Hotspots and chromebook devices for individual students as needed

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

The funds for our school wide programs will be spent based on best practices and state adopted curriculum. Some of the best practices include hiring a full time instructional coach, training teachers and staff on specific strategies that are research based and have shown that students can improve academically. Teachers need to become experts on CAASPP and use the tools embedded in the system to enhance and enrich lessons. Some of the expenses include the implementation of the accelerated program, provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, and during our before and afterschool programs. The expenses also include the purchase and implementation of STEM program for all students.

Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations. Extended academic programs for English Learner and Low Socio economic students to increase learning time and provide focused interventions based on students' needs and skills they need to improve on.

Our at risk populations receive priority to the before and afterschool program as well as transportation. Special transportation routes are created for the students that are placed in different homes and/or become part of the foster youth population.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,013,300.00			\$398,500.00	\$2,411,800.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$920,000.00	\$1,491,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities English Learners Foster Youth Low Income	Provide access to all standards based curriculum.	\$70,000.00				\$70,000.00
1	2	All English Learners Foster Youth Low Income	Professional Development through PLC'S.	\$22,000.00				\$22,000.00
1	3	All Students with Disabilities English Learners Foster Youth Low Income	Curriculum, Assessment, and Supplemental Resources	\$55,000.00				\$55,000.00
1	4	All Students with Disabilities English Learners Foster Youth Low Income	Provide Support System Inclusive of Differentiated Instruction. RTI Intervention Program.	\$75,000.00				\$75,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	5	All Students with Disabilities English Learners Foster Youth Low Income	Instructional Assistants for Instructional Assistance	\$300,000.00				\$300,000.00
1	6	All Students with Disabilities English Learners Foster Youth Low Income	Implementation of Direct Instruction and Student Engagement	\$135,000.00				\$135,000.00
1	7	All English Learners Foster Youth Low Income	IXL Licenses	\$6,000.00				\$6,000.00
1	8	All Students with Disabilities English Learners Foster Youth Low Income	Rewards and Incentives for Students	\$5,000.00				\$5,000.00
1	9	All Students with Disabilities English Learners Foster Youth Low Income	Implement STEM	\$5,800.00				\$5,800.00
1	10	All Students with Disabilities English Learners Foster Youth Low Income	Classroom Teacher Training for CCSS-High Risk Populations	\$3,000.00				\$3,000.00
1	11	All	Increase attendance for students	\$80,000.00				\$80,000.00
1	12	All	Hire credentialed teachers	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Offer CTI-Teacher Induction to Clear Credential	\$35,000.00				\$35,000.00
2	1	All English Learners	RCOE Training with Lisa Rivera	\$16,500.00			\$1,500.00	\$18,000.00
2	2	English Learners	Coverage for teachers to meet with grade level	\$7,000.00			\$2,000.00	\$9,000.00
2	3	English Learners	ELD Curriculum	\$45,000.00				\$45,000.00
2	4	English Learners	Language Acquisition Tutoring				\$20,000.00	\$20,000.00
2	5	English Learners	Intervention for LTEL students				\$10,000.00	\$10,000.00
2	6	All	Language support for all students in bilingual program	\$75,000.00				\$75,000.00
3	1	All English Learners Foster Youth Low Income	Increasing Communication with Stakeholders	\$5,000.00				\$5,000.00
3	2	All	PTO	\$5,000.00				\$5,000.00
3	3	All	Coffee and Donut Principal Meetings	\$5,000.00				\$5,000.00
3	4	All	Board Meetings					
3	5	All	School Activities/Ceremonies-Incentives for students	\$30,000.00				\$30,000.00
3	6	All English Learners	ELAC Advisory Committee	\$5,000.00				\$5,000.00
4	1	All English Learners Foster Youth Low Income	Implement Best Practices					
4	2	All	Interim Assessments Review					
4	3	All	Writing Implementation					
4	4	All	Professional Development on Step up to Writing-Consultant	\$8,000.00				\$8,000.00
4	5	All	Attend Math training offered at RCOE-Decimals, Fractions & other	\$20,000.00				\$20,000.00
4	6	Students with Disabilities	Identify students with special needs.	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	9	Students with Disabilities	Psychologist	\$95,000.00				\$95,000.00
4	10	All Students with Disabilities	Hire Speech Pathologist	\$95,000.00				\$95,000.00
4	11	All	Purchase laptops and IPAD for each teacher	\$45,000.00				\$45,000.00
4	12	All	Chromebook Devices for students	\$50,000.00				\$50,000.00
4	13	All	Hire two full time technology assistant	\$110,000.00				\$110,000.00
5	1	All English Learners Foster Youth Low Income	Student, Parent, and Staff Connectedness					
5	2	All	Facilities-upgrades as necessary for student safety	\$145,000.00				\$145,000.00
5	3	All	Safe school environment				\$65,000.00	\$65,000.00
5	4	All English Learners Foster Youth Low Income	Training on Character and Restorative Practices	\$20,000.00				\$20,000.00
5	5		Communication/Parent Involvement					
5	6	All Foster Youth Low Income	Counselor	\$65,000.00				\$65,000.00
5	7	All Foster Youth	Parent & Student Resource Center	\$25,000.00				\$25,000.00
5	8	All	Hire a full time and part-time nurse or medical assistant	\$125,000.00				\$125,000.00
5	9	English Learners Foster Youth Low Income	Purchase two buses	\$200,000.00			\$300,000.00	\$500,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$763,300.00	\$794,800.00
<b>LEA-wide Total:</b>	\$763,300.00	\$784,800.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$693,300.00	\$704,800.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide access to all standards based curriculum.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
1	2	Professional Development through PLC'S.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,000.00	\$22,000.00
1	3	Curriculum, Assessment, and Supplemental Resources	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
1	4	Provide Support System Inclusive of Differentiated Instruction. RTI Intervention Program.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
1	5	Instructional Assistants for Instructional Assistance	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	\$300,000.00
1	6	Implementation of Direct Instruction and Student Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	\$135,000.00
1	7	IXL Licenses	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$6,000.00	\$6,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	8	Rewards and Incentives for Students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	9	Implement STEM	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,800.00	\$5,800.00
1	10	Classroom Teacher Training for CCSS-High Risk Populations	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	1	RCOE Training with Lisa Rivera	LEA-wide Schoolwide	English Learners	All Schools	\$16,500.00	\$18,000.00
2	3	ELD Curriculum	LEA-wide	English Learners	All Schools Specific Schools: Coachella and Hemet TK-8th	\$45,000.00	\$45,000.00
2	4	Language Acquisition Tutoring	LEA-wide	English Learners	All Schools Specific Schools: Hemet and Coachella		\$20,000.00
2	5	Intervention for LTEL students	Schoolwide	English Learners	Specific Schools: Coachella Campus		\$10,000.00
3	1	Increasing Communication with Stakeholders	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	6	ELAC Advisory Committee		English Learners		\$5,000.00	\$5,000.00
4	1	Implement Best Practices	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	1	Student, Parent, and Staff Connectedness	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	4	Training on Character and Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Coachella and Hemet TK-8th	\$20,000.00	\$20,000.00
5	6	Counselor		Foster Youth Low Income		\$65,000.00	\$65,000.00
5	7	Parent & Student Resource Center		Foster Youth		\$25,000.00	\$25,000.00
5	9	Purchase two buses		English Learners Foster Youth Low Income	All Schools Specific Schools: Coachella and Hemet TK-8th	\$200,000.00	\$500,000.00

**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](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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



- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.