LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: REACH Leadership STEAM Academy

CDS Code: 33 67215 0126128

School Year: 2021 – 22

LEA contact information: Dr. Virgie Rentie, vrentie@reachroyals.org, (951) 275-8820

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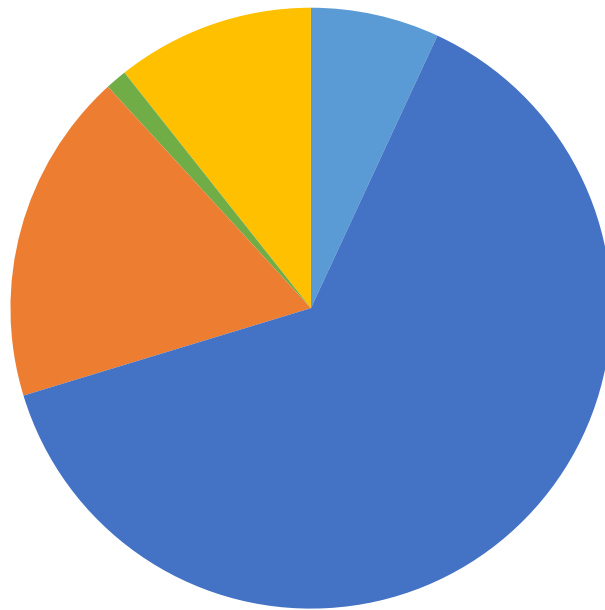
This chart shows the total general purpose revenue REACH Leadership STEAM Academy expects to receive in the coming year from all sources.

The total revenue projected for REACH Leadership STEAM Academy is $8,244,919.00, of which $5,796,173.00 is Local Control Funding Formula (LCFF), $1,474,899.00 is other state funds, $95,000.00 is local funds, and $878,847.00 is federal funds. Of the $5,796,173.00 in LCFF Funds, $570,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP
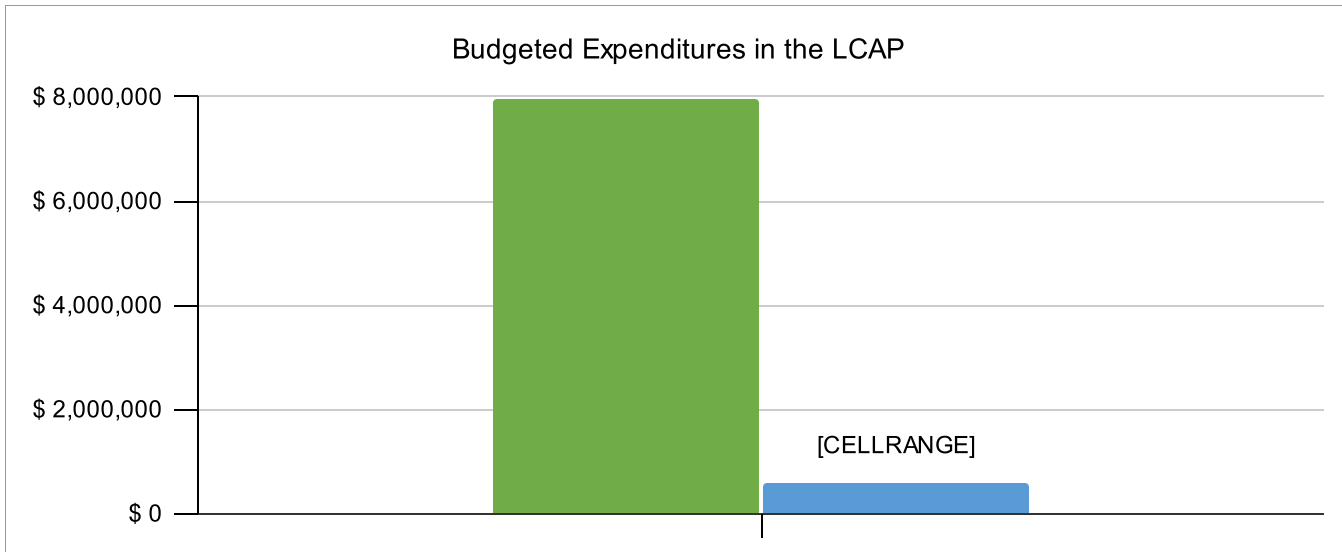
This chart provides a quick summary of how much REACH Leadership STEAM Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
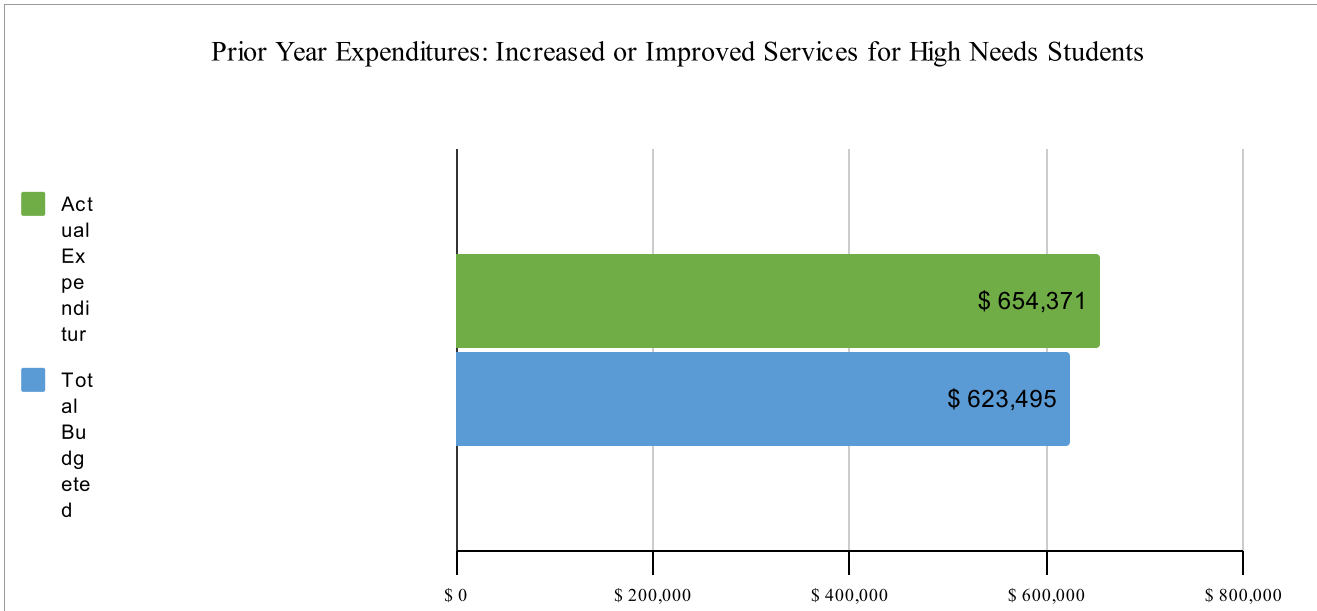
REACH Leadership STEAM Academy plans to spend $7,973,032.00 for the 2021 – 22 school year. Of that amount, $582,280.00 is tied to actions/services in the LCAP and $7,390,752.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP will be used for expenditures such as certificated salaries, additional classified salaries, benefits, books & supplies, contracts & services, capital outlay, other outgo, and support costs.

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

In 2021 – 22, REACH Leadership STEAM Academy is projecting it will receive $570,347.00 based on the enrollment of foster youth, English learner, and low-income students. REACH Leadership STEAM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. REACH Leadership STEAM Academy plans to spend $582,280.00 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Actual Expenditur — $ 654,371

Total Budgeted — $ 623,495

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

In 2020 – 21, REACH Leadership STEAM Academy's Learning Continuity Plan budgeted $623,495.00 for planned actions to increase or improve services for high needs students. REACH Leadership STEAM Academy actually spent $654,371.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
REACH Leadership STEAM Academy	Dr. Virgie Rentie, Executive Director/CEO	vrentie@reachroyals.org 951-275-8820

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

Academic and College Readiness: Increase the percent of students on track to proficiency in English Language Arts and Mathematics. (Currently actions and services found in Goal 2, 3, 7, and 8 of 2017-18 & 2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: 1) English Learner Progress, 2) English Language Arts, 3) Mathematics

Local Priorities: 1) Basics: Teachers, Instructional Materials, Facilities, 2) Implementation of Standards, 3) Access to a Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
SBAC ELA 3rd - 66.66% Prof	Renaissance Learning STAR ELA 3rd - 63.0% Prof

SBAC Math 3rd - 61.54% Prof	Renaissance Learning STAR Math 3rd - 49.0% Prof
SBAC ELA 4th - 61.46% Prof	Renaissance Learning STAR ELA 4th - 70.0% Prof
SBAC Math 4th - 48.79% Prof	Renaissance Learning STAR Math 4th - 30.0% Prof
SBAC ELA 5th - 61.07% Prof	Renaissance Learning STAR ELA 5th - 61.0% Prof
SBAC Math 5th - 20.68% Prof	Renaissance Learning STAR Math 5th - 29.0% Prof
SBAC ELA 6th - 44.70% Prof	Renaissance Learning STAR ELA 6th - 58.0% Prof
SBAC Math 6th - 17.88% Prof	Renaissance Learning STAR Math 6th - 18.0% Prof

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Technology Purchases:
  1. Purchase of handheld devices for grades 2-6
  2. Replace old technology
  3. Installation of Security Cameras
  4. Purchase class Mimios for Grade 2
	$77,100.00	$103,854.00

English Language Learner Support:
  1. ELPAC Coordinator Stipend
  2. Certified (.25 FTE)
  3. Parent Meetings Food & Childcare
	$22,350.00	$20,350.00

Purchase Systematic ELD Instructional Materials
  1. Test Proctor $8,000.00
  2. Instructional Aide (1.0 FTE) + benefits
	$60,350	$60,350.00

Additional Supports for African American Students:
  1. Teacher Liaison Stipend
  2. Certified Staff (.20 FTE)
  3. African American Advisory Group (AAPAC) Classified staff (.25 FTE)
  4. African American Advisory Group (AAPAC) Certified staff (.25 FTE)
  5. Teacher Professional Development Certified (.05 FTE)
	$47,184.00	$47,184.00

STEAM & Project Based Learning Curriculum, Materials, Supports: 1. Purchase Standards based Curriculum and Materials 2. Purchase of STEM Materials 3. Science Camp Subsidies for students who cannot pay 4. Cost of transportation	$77,600	$68,000.00
	Budgeted Total: $284,584.00	Actual Total: $299,738.00

Goal Analysis

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

Actual expenditures exceeded the proposed budget by $15,154.00. Less funding was spent on STEAM projects than anticipated, Namely, expenses for science camp were eliminated due to the pandemic. However more money was spent on technology than originally allocated in order to ensure students had the proper IT equipment needed during distance learning (DL). Items that were not anticipated at the time of budget creation were the high demand for technology, namely Chromebook purchases for the lower grades (particularly K-1) and the added expenses for hotspots that were loaned to parents who were lacking internet access at home.

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

In terms of the number of successes, many of the English Language Arts goals were met or exceeded despite a global pandemic. REACH is very proud of its accomplishment and will continue to strive for increased achievement in this area. School reopening was a success. Beginning in November 2020, the school reopened under a school waiver, and with guidance from state and local health officials, the campus remained COVID19 free. Parents expressed a high satisfaction rate related to student safety. Teachers and staff finished the school year with more than half the student body back on campus having accommodated families who were essential workers at a time when it was needed most.

As it relates to challenges in achieving Goal 1, math scores were considerably lower in grades 5 & 6 than expected. The school is studying trends and focusing its efforts on what, in addition to the pandemic, went wrong and what can be done to address the problem of low math achievement, particularly in the upper grades.

Goal 2

Parent Engagement: Increase the percent of parents and community partners that are involved in school events and school governance. (Currently found in Goal 6 of 2017-18/2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Parent Engagement

Annual Measurable Outcomes

Expected	Actual
Parent Satisfaction Survey: 96% indicate child is safe at school	The question was posed as: This school is a safe place for my child. 97.01% satisfied
Parent Satisfaction Survey: 99.0% satisfied with instruction provided by teachers	The question was posed as: This school provides high-quality instruction to my child. 90% satisfied
Parent Satisfaction Survey: 80.82% recommend REACH to a friend	Question was not posed.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Promote Strong Parent Involvement through: Live Streaming meetings: 1. Go-to-Meeting + Web Cam + Audio 2. Classified Staff (.20 FTE x 2)	$10,200.00	$13,000.00
Parent Curriculum Meetings: 1. Classified staff (.15 FTE)	$11,228.00	$11,228.00
Translating Services: 1. Classified Staff (.25 FTE) 2. Classified Staff (.40 FTE)	$21,736.00	$21,736.00

Increase number of parent meetings:
  1. Classified staff (.20 FTE)
  2. Food, Materials, Child care
  3. Watch DOGS (Dads on Campus) Start up Kit
  4. Classified Staff (.20 FTE) $9,152.00
	$22,602	$18,152.00

	Budgeted Total: $65,766.00	Actuals Total: $64,116.00

Goal Analysis

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

The difference between the funds budgeted for actions/services versus actuals was negligible ($1,650.00). Other than setting up a webcam and audio in order to stream board and other parent meetings live, all meetings were held over zoom allowing for easy parent access and participation.

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

Some provisions were made in the budget to facilitate more face-to-face interactions with parents. Those items were eliminated due to all in-person parent meetings being cancelled because of the pandemic. The goal next year is to have (1) more parents participate in the satisfaction survey and (2) to experience an even higher level of parent satisfaction as reported by the annual survey.

Goal 3

School Climate: Increase the ADA attendance rate for 96%. (Currently found in Goal 1 of 2017-18, 2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: Chronic Absenteeism

Annual Measurable Outcomes

Expected	Actual
Attendance Rate: School Accountability Report Card (SARC) 2019-20; 95.5%	N/A due to COVID

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Incentives for perfect attendance	$2,000.00	$0.00
Increase parent awareness (bulletin boards, signage, parent & student incentives)	$3,500.00	$0.00
SART/SARB formation & execution: 1. Certified .20 FTE 2. Classified .25 FTE 3. Classified .25 FTE	$60,880.00	$60,880.00
	Budgeted Total: $66,380.00	Actuals Total: 74,300.00

Goal Analysis

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

The push for a higher attendance rate was abolished due to the pandemic. The focus was on eliminating the spread of COVID19 throughout the campus. Students and staff were encouraged to stay home at the first signs of illness. The focus in 2020-21 was on ensuring students and parents stayed actively engaged and learning as measured by in-person as well as distance learning options.

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

A significant amount of time was spent on attendance since attendance was tracked via weekly engagement logs (WELS) as well as in the SIS (student information system). Considerably more time was needed by teachers, the attendance clerk, and vice principal over attendance to track and maintain WELS -ensuring student engagement on a daily basis. Teachers and staff kept copious records and accounting of each student's weekly engagement and attendance. The task required a tremendous amount of work. The school is looking forward to things getting back to normal.

Goal 4

Professional Development: Continue teaching and support team professional development towards full implementation of state standards. (Currently actions/services found in Goal 4 & 5 of 2017-18/2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: 1) English Learner Progress, 2) English Language Arts, 3) Mathematics

Local Priorities: 1) Basics: Teachers, Instructional Materials, Facilities, 2) Implementation of Academic Standards, 3) Access to a Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
SBAC (3-6) ELA 65.0 % (+10 percent growth)	Renaissance Learning STAR (3-6) ELA 63 %
SBAC (3-6) Math 48.0 % (+10 percent growth)	Renaissance Learning STAR (3-6) Math 31 %
Students with Disabilities ELA n/a	Renaissance Learning STAR Students with Disabilities ELA 28.57%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Use ongoing assessment data to inform instruction and support individual student learning: <u>Trimester Data Meetings:</u> 1. Certificate staff (.25 FTE)	$24,025.00	$24,025.00
<u>New Teacher Support (BTSA):</u> 1. Certified Staff (.40 FTE) 2. Certified Staff (.15 FTE)	$30,725.00	$30,725.00
<u>Renaissance Learning/STAR 360:</u> Renaissance Learning Technology support Classified Staff (.30 FTE)	$32,260.00	$32,260.00
	Budgeted Total: $85,010.00	Actuals Total: $85,010.00

Goal Analysis

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

N/A

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

Teachers and Administrators engaged in data collection and meetings throughout each month. Student performance on common assessments were monitored and tracked. Teachers used common assessments and other interim assessments, e.g. STAR and DIBELS, to monitor student progress and make adjustments to instruction accordingly. REACH attributes the maintenance of its ELA goals to the consistency of its data meetings and discourse around ways to engage students in learning remotely.

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
Custodial and Maintenance 1.0 FTE Classified Staff	$28,000.00	$28,000.00	Y
Health & Personal Protective Equipment (PPE): includes masks, face shields, thermometer, alcohol wipes, gloves, and hand sanitizer. These expenses are ongoing. .5 FTE Classified Staff (LVN)	$25,000.00	$25,000.00	Y
Facilities: facility modifications include hand washing stations, office shields, social distancing signage, outdoor bottle filling station.	$55,000.00	$21,568.00	Y
Furniture	$36,000.00	$17,333.00	Y
	Budgeted Total: $144,000.00	Actuals Total: $91,901.00	

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.

Analysis of In-Person Instructional Offerings

Less money was spent on facility costs and furniture than anticipated (-$52,099). Although the school installed outdoor hand-washing stations, water bottle filling stations, shields and signage (abnormal expenses), less money was needed than expected. The cost spent on personal protective equipment, sanitizers and other supplies as well as the allocation for a full-time LVN on campus was money well

spent. Nearly 100% of parents who participated in the climate survey expressed that during a global pandemic, REACH was a safe place to send their children (97.06%).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Textbooks/Core Curricula Materials/Student Supplies	$241,604.00	$151,289.00	Y
Technology (Computers and Hotspots)	$102,072.00	$121,018.00	Y
Miscellaneous	$378.00	$500.00	Y
	Budgeted Total: $344,054.00	Actuals Total: $272,807	

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.

Less money was needed for textbooks and materials than anticipated (-71,187.00). Teachers switched to using online materials and resources; therefore, many of the instructional materials that are replenished annually were not needed.

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

In the 2021-22 school year, REACH provided 3 parent options for learning. Approximately 50% of families chose the distance learning option, meaning students learned from home 100% of the time. The remaining families chose from one of the remaining in-person learning options, either the Essential Worker Track (on-campus 100% of the time M-F) or hybrid instruction where parents had the option of sending students to school every other week (M-Th). Operating under a school waiver, REACH began in-person instruction in November 2021.

The biggest challenge in providing in-person instruction was convincing teachers and staff that despite fears surrounding the pandemic, by following the proper protocols, the LEA would be able to limit or minimize the spread of COVID19. Not everyone was convinced that reopening was the best course of action. Stress levels and tension were high. There were tears and lots of fear. But the school was successful. By following the guidelines

handed down by the state and local health officials, REACH was able to stop the spread of the virus within its borders. In hindsight, everyone agrees that it was the right thing to do.

Other challenges included the following:
- Lessons were truncated due to hybrid learning where teachers taught both in-person and online simultaneously. Where teachers would normally spend 80 minutes on math instruction (including small group instruction), the average time spent was 45 minutes.
- Small group instruction was hindered/hampered by shortened time blocks and fewer students receiving in-person instruction since half of the student body participated in the distance learning option.
- Teachers and staff reported that significantly more work was required to keep up with demand (attendance tracking, sanitization of the campus, IT demands, etc.)
- Parent communication became more necessary than ever before which added more work to everyone's plate. Teachers and administrators spent far more time than usual contacting parents and responding to text messages, emails, and phone calls in an effort to ensure high student engagement.
- Math scores plummeted this year partly due to shortened lessons and a lack of hands-on lessons.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
The LEA responded to school closures, due to the COVID-19 emergency, with various changes to lessen the impact of the closures on students and families. Changes were made to minimize student impact in the areas of instruction, equity, Special Education services, intervention support, and nutrition services.

REACH accommodated distance learning instruction by delivering education through multiple venues and by using multiple learning platforms such as Zoom, Google Classroom, in addition to others. Technology was available and distributed to all families who requested it. Hot spots were loaned to any family lacking internet access.

Families who chose distance learning or hybrid instruction followed a fixed virtual class schedule while at home whereby students receiving in-person instruction met as a class and received direct instruction from the classroom teacher. The classroom aide or interventionist worked with at-risk students in smaller virtual groups (or in person if possible) offering additional support. English Learner students received ELD instruction in a small group setting (both in person or virtually) to continue the work of advancing them in the areas of listening, speaking, reading, and writing.

Low-income families were accommodated in many ways. In addition to providing technology and hotspots, the school continued to provide breakfast and lunch daily. Students with IEPs continued receiving services either in a 1:1 or in a small group setting via Zoom sessions or in person. And

mental health services, e.g., Educationally Related Mental Health Services (ERMHS) and 24 hour access to the onsite licensed clinical social worker continued to be an option for parents and students during the pandemic.

Access to Devices and Connectivity
Chromebooks, internet hotspots, and paper packets were distributed to students based on need or want, to ensure that all students had a way to receive rigorous instruction while learning in different settings.

Pupil Participation
The LEA assessed student progress through multiple synchronous and asynchronous methods such as ZOOM class attendance, recorded virtual lectures, assigned work, projects, group assessments, tutoring, small group instruction, and live virtual office hours. Teachers assessed student progress and engagement as students logged into scheduled virtual ZOOM lectures or by tracking daily attendance. Teachers taught up to 240 minutes of live ZOOM lectures daily. REACH teachers provided 45-60 minute per subject. Over 120 daily minutes were devoted to teaching supplemental live ZOOM lectures, live small group instruction, live tutoring, and office hours. Asynchronous work was completed independently by students where appropriate. The measured participation time value of independent work ranged from 15 minutes to 1 hour per day.

Teachers assessed student progress through class participation, work completion, assessments, etc. If students missed a live virtual lesson, parents were expected to communicate with the teacher, watch the recorded zoom lesson, take advantage of tutoring and live office hours, and submit work for the missed lesson. Parents were asked to report absences. If not, the classroom teacher would reach out to parents. If that failed, the attendance team, including a dedicated administrator, would follow up to see what the school could do to ensure daily participation. Teachers followed through with a concrete plan for tracking attendance and reaching out to students offering to make up lessons and work and inviting them to live office hours and tutoring sessions with the teachers.

Distance Learning Professional Development
All staff participated in a two-week long professional development. Throughout these sessions, staff were trained on various aspects of our distance learning program which included lesson execution and engagement, classroom management, assessments, session norms and expectations, use of technology, and daily schedules. Teachers and staff had the opportunity to gather new information and execute multiple rounds of practice, where applicable, in order to be fully prepared for implementation. Additionally, each classroom was equipped with a new Promethean board, which allowed teachers to confidently and successfully execute live Zoom sessions to meet the level of rigor mandated by the state. The physical education team received additional coaching on lesson implementation via zoom. Such training included feedback from administrators as well as new equipment such as a microphone and a tripod to help lesson recordings.

Staff Roles and Responsibilities
REACH kept daytime staff on payroll while keeping new roles and responsibilities to a minimum. Prior to the start of this school year, REACH had one full-time (FT) staff dedicated to daytime custodial work and campus supervision. Upon the return of office operations, the LEA hired an additional FT staff member to assist with campus cleaning and maintenance. The custodial night crew remained in place and had the added

responsibility of cleaning and sanitizing high-touch areas daily. Some of the roles and responsibilities of the discipline, afterschool staff, and physical education staff were altered minimally to include socially distancing protocols and scheduled times for handwashing, and included providing child care for REACH staff and essential workers. Attendance staff took on the additional responsibility of tracking weekly engagement logs and phone calls home to families to prevent chronic absenteeism to the extent possible.

Support for Pupils with Unique Needs

Families who transitioned to virtual learning followed a fixed virtual class schedule where students met as a class with classroom teachers and received direct instruction. Intervention staff worked with at-risk students in smaller virtual groups, offering additional support. The English Learner student population received extra support in virtual small group instruction to continue advancing them in the areas of listening, speaking, reading and writing.

As it relates to English Learner students who were 100% DL, the school sent home an ELD suggested activity chart which covered activities students could do routinely on a weekly basis that included all components of the ELPAC (listening, speaking, reading and writing). Students also received small group instruction over Zoom that incorporated multimodal instruction, with frontloading of vocabulary and concepts to strengthen their connection to text and comprehension.

Low-income students had access to food pickup on campus daily or weekly as prefered, were given the opportunity to pick up Chromebooks for distance learning, and hotspots for internet access and connectivity. Intervention staff provided additional services to low-income or at-risk students by way of small group instruction. During whole group Zoom classes, while the class participated in guided practice, at risk students were given reteaching opportunities in breakout sessions, where lessons were scaffolded to allow students equitable access to grade level curriculum. More specifically, after the daily whole-class direct instruction, through separate small group Zoom sessions, the intervention team provided skill-based instruction to fill the gaps and mitigate learning loss for our struggling scholars.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention Services: 1.0 FTE Certified Staff (55,000) 1.0 FTE Classified Staff (35,000)	$90,000.00	$90,000.00	Y
Professional Development:	$60,000.00	$60,000.00	Y

| .30 FTE Certified (30,000) | | | |
| .30 FTE Certified (30,000) | | | |

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.

No substantive differences between the planned actions and budgeted expenditures exist.

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.

REACH continued to conduct baseline benchmark assessments in both English Language Arts and Mathematics, through Renaissance Place STAR benchmark assessments and DIBELS benchmark assessments. STAR assessments were administered four times throughout the school year while DIBELS benchmarks were administered twice (one less time than usual). ELPAC testing was administered according to the state deadlines for all English Learners who were enrolled in the program.

To prevent as much learning loss as possible, REACH held data meetings throughout each month, analyzing student data in teams, which included teachers, administrators, and intervention staff. During data meetings, teams analyzed common core standards and skillsets by subject where students indicated limitations and formulated plans to offer extra support. Extra support in the areas of need was offered in the form of free tutoring, small group instruction, one-on-one meetings with teachers during office hours, and targeted, small group instruction with intervention specialists on a weekly basis. For English Language Development, the school focused heavily on interventions for writing, reading, and comprehension as these proved to be the areas students most need support in.

Using the benchmark data collected, the instructional team worked together to create intentional small groups for direct instruction. Students were sorted by ability level and focus skill to ensure that targeted instruction was both personalized and meaningful. Small group instruction offered varied modalities of instruction, including visual supports such as graphic organizers, color coding, interactive whiteboards. Students who required tactile support had access to mailed packets that contained letter/sound tiles, high frequency word cards, games to be played via zoom with their group, base 10 blocks, fraction strips and a variety of other hands on manipulatives created to meet individual needs. English Learners had access to lessons daily that each focus on one of the core areas assessed by ELPAC (speaking, listening, reading and writing). Students who were identified as low-income and/or were experiencing homelessness had access to chromebooks, hot spots, and any other tech and materials necessary to ensure equitable access to curriculum and instruction.

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.

Educationally Related Mental Health Services (ERMHS): Students continued to receive individual counseling and guidance, group counseling and/or behavior supports, access to REACH's LCSW and/or the behavior team. Student files continued to be reviewed in a timely manner, and amendments were written to support current IEP goals as well as the current need due to COVID-19. Students were given access to mental health supports to meet current IEP goals and services and to support individual social-emotional needs. All sessions were held via password-protected zoom sessions. The social-emotional team worked to normalize current changes for each student to reduce symptoms of depression, anxiety, and stress and to promote overall wellness.

Family/Parent Counseling and Support: Parents were given 24-hour access to the LCSW and received support to promote long-distance learning due to COVID-19. Support included tasks to reduce overall family stress in the form of social stories, ART therapy, and guided meditation. REACH's LCSW also provided individual parent sessions to reduce parental stress and promote overall wellness in the home. All sessions were held via password-protected zoom sessions.

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.

A concerted effort was made to engage parent stakeholders through virtual platforms. The governing board continued to hold meetings on a monthly basis where the director included an update to the COVID-19 operations on campus. Through an online portal, REACH was able to hold parent meetings to address parent concerns. Online surveys were sent to parents in an effort to gather as much parent feedback and input as possible. REACH School Site Council (RSSC), English Language Advisory Committee (ELAC), African American Parent Advisory Committee (AAPAC), Parent Meetings with the Director, are all examples of parent meetings that convened regularly over Zoom in order to keep parents actively engaged in their child's education.

Analysis of School Nutrition

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

Due to COVID-19 school closure, the nutrition services program made changes in order to provide meals during school closure and for families on DL. Keeping everyone safe has been top priority and has been accomplished by enforcing strict safety protocols. (All members of the nutrition services team possess a food handlers certificate, are trained in how to keep food safe and work areas clean and sanitized, and have good

personal hygiene). All high-touch areas were sanitized daily and between use. Staff wore masks, gloves, and maintained social distancing. Hours for distributing meals were extended to accommodate family schedules.

Hybrid Learning and In-person Learning

Breakfast service
Upon arrival, students were offered a grab and go breakfast to eat in the classroom. During the first recess, students that missed breakfast were given a second chance to eat.

Lunch service
Hot lunch was offered to all students. Students ate lunch in classrooms as the multipurpose room was closed to congregate gatherings throughout the school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	OutREACH, a task force to support low-income, home insecure, and foster students with campus and community resources. Supplies (4,500) In-kind donations (5,000) Compensation & Benefits .05 FTE Certified (5,000) .05 FTE Certified (5,000) .05 FTE Certified (5,000) .05 FTE Certified (5,000) .25 FTE Classified (8,750) .10 FTE Classified (5,800)	$44,050.00	$39,550.00	Y

N/A	Communications .15 FTE Classified (Translation Services) (8,700) .50 FTE Classified (Communication and Online Platforms) (29,000)	$37,700.00	$37,700.00	Y
N/A	Nutrition: Supplies and equipment for in-person and distance learning service models.	$5,000.00	$2,535.00	Y
N/A	Attendance and Engagement .30 FTE Certified (30,000) 1.0 FTE Classified (35,000)	$65,000.00	$65,000.00	Y
		Budgeted Total: $151,750.00	Actuals Total: $144,785.00	

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.

A gap of nearly $7,000.00 exists between budgeted and actuals total. The school spent very little money on its OutREACH program to homeless and low-income families as most of the supplies and food were donated by the REACH community. All of the funds allocated for kitchen equipment were included in the new food vendor service contract allowing for additional savings.

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.

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

The LEA will continue to implement strategies that work as well as look for meaningful, researched-based ways to meet the needs of its student body. Pupil learning loss will be assessed and addressed in the 2021-24 LCAP in meaningful ways. The following are programs

that will be implemented and have been include in the formation of the 2021-24 LCAP in an effort to meet the needs of all students and particularly students with unique needs:

- Baseline benchmark assessments in both English Language Arts and Mathematics continue to be administered.
- Data meetings will continue to be held weekly to analyze student data as a whole school.
- Data will drive instruction as educators adjust instructional approaches to provide the extra supports where needed.
- Tutoring, small group instruction, one-on-one meetings with teachers, targeted- small group instruction with intervention specialists, and summer school are all ways the charter school will address learning loss in both ELA and mathematics, with an extra focus on math.
- Professional Development for all staff, particularly for teachers, in the areas of productive struggle, questioning strategies, and restorative justice practices are a focus for this summer's training.
- REACH will continue to focus on English Learners through assessments and by offering support and dedicated ELD time to support growth in the areas of writing, reading, listening and speaking.
- Hiring of a dedicated instructional coach to provide extra support, coaching, training, and mentoring to classroom teachers.
- REACH will continue to stock the food pantry with food and supplies for families in need of food, clothing and basic necessities, e.g. diapers, formula, femine hygiene products, deodorant, etc.

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.

None exist.

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.

REACH continues to focus its efforts on closing the achievement gap for black, brown, and poor kids. Since 2012, the charter school has worked tirelessly on making the changes needed to meet the needs of its students. Administrators and team leaders have spent several days during the summer working on a strategic plan to mitigate any gaps in learning that are the result of school closure due to COVID19 and the effects of distance and hybrid learning on its students. In analyzing student outcomes in the 2019-20 LCAP and

2020-21 Learning Continuity Plan, the team has decided on several initiatives. In addition to the many research-based strategies that the school currently has in place which will continue unabated, some of the new initiatives include offering summer school for the first time, focusing on math and English language arts remediation and extension activities like Robotics and leadership for students at or above grade level. A professional development calendar has been created to support teachers and classroom interventionists in the areas of productive struggle, questioning strategies, the use of manipulatives, standards aligned instruction, etc. An instructional coach has been hired to support teachers in their professional development, and monies will continue to be spent on interventionists and other classroom aides in order to bolster and enhance student learning.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

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

Analysis of the Distance Learning Program

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

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
REACH Leadership STEAM Academy	Dr. Virgie Rentie, Executive Director/CEO	vrentie@reachroyals.org (951) 275-8820

Plan Summary 2021-22

General Information

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

REACH Leadership STEAM Academy is a college preparatory charter school which was designed to close the achievement gap for underserved youth. Authorized by Riverside Unified School District in April 2012, the charter school's vision of involving stakeholders in the decision-making process and school governance has lent itself to an ongoing dialogue between the school and its families, students, teachers and staff.

Parents

Parent feedback is highly valued and is solicited on many fronts. For example, the charter school has two school board seats reserved for parents with an appointment of a minimum one-year. Parents are also encouraged to join school committees such as English Learner Advisory Committee (ELAC), African American Advisory Committee (AAPAC), and REACH School Site Council (RSSC).

Teachers

REACH teachers hold seats on the REACH School Site Council and participate in monthly data meetings, ongoing professional development, and annual strategic planning sessions focused on continuous improvement efforts both in the classroom and school-wide.

Student Enrollment

Student enrollment continues to grow annually starting with a projected enrollment of well over 600 students in the 2021-22 school year. In terms of demographics, over 50% of its students are considered socio/economically disadvantaged. English learner enrollment has decreased partly due to reclassification. (See table below for Enrollment Data)

Enrollment Data*	
Total Enrollment	640
Grade Span	TK-6

Socioeconomically Disadvantaged	51%
English Learners	4.1%
Foster Youth	Less than 1%

Mission

REACH Leadership STEAM Academy is a college preparatory elementary school dedicated to bridging the socioeconomic, racial, and digital divide for underserved youth. Our dedicated and highly trained teaching staff are committed to preparing our students for success in college and equipping them to meet the demands of a global society. REACH is committed to developing confident, articulate leaders who will use their life experiences and education to create positive changes in their own lives and within their communities and beyond. Central to its mission is the unwavering belief that if given the proper tools, all students can succeed in school and in the most competitive colleges and universities. REACH believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels.

Vision

As a nurturing learning community, REACH cultivates and empowers global literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. To prepare students for success in competitive four-year colleges and universities, REACH has created a focused learning environment that cultivates students' characters and academic skills. In line with the school's mission is the underlying belief that one of the fundamental purposes of education is to empower and give back to the community. In order to do so, students must develop a sense of purpose that exceeds social and economic gain. Through intentional teaching, modeling, and reinforcement of strong character, REACH staff and students operate under the guiding principles of six core values: Leadership, Excellence, Responsibility, Resilience, Gratitude and Service.

Means to Achieve the Mission and Vision

To safeguard the academic success for ALL students, REACH's college preparatory curriculum is supported by the following:

1. **High Expectations**. "Schools which establish high expectations for all students –and give them the support necessary to achieve these expectations have high rates of academic success," (Brook, 1989). REACH students, parents, and staff are held to high levels of expectations. Parents are expected to support their child's academic and nonacademic endeavors. Students are expected to always do their personal best. Teachers and staff work together to ensure adequate academic growth towards end of the year academic, physical and social-emotional goals.
2. **More Time on Task**. In order to close the achievement gap for REACH's targeted student population, REACH provides a longer school day and a longer school year which allows more time for students to acquire the academic knowledge and skills necessary to be accepted to and graduate from some of the finest colleges and universities in the nation. More time on task speaks to the idea that students are engaged and learning at all times, for longer periods of time, covering more academic content.
3. **Focus on Results**. By focusing on results, educators are able to: (1) identify the desired results. (What do we want students to learn?); (2) determine the acceptable evidence (e.g., assessment), and (3) plan lessons accordingly. At REACH, assessment is part of the learning process.

Data meetings are held monthly. Teachers adjust instruction to best meet the needs of students looking for the best possible outcomes based on data.

4. **More time for Teacher Collaborations**. Assessment results guide classroom instruction and ensure academic rigor among all grade levels so that students are prepared to excel academically. REACH teachers meet monthly in grade-level teams for collaboration. In doing so, gifted, on target, and at-risk students are able to receive challenging, rigorous pedagogy at their instructional level. Data meetings are also held monthly wherein administrators and teachers disaggregate diagnostic data for the purpose of identifying students needing extra support and making proper decisions regarding instruction.

Reflections: Successes

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

In November 2020, REACH was granted a school waiver to reopen school. The charter school credits its early school opening to its success in reading and English Language Arts overall.

Due to the school waiver, REACH was able to offer three parent options for learning: (1) 100% distance learning, (2) two hybrid options whereby students attend school 4 days per week every other week, and an Essential option where students received instruction on campus 100% of the time.

As a result of the COVID19 pandemic and the uncertainty around the ability of schools to administer standardized tests, California schools were given the option to use standardized state tests or other standards-aligned assessments to gauge student learning in spring 2021. REACH chose to use STAR Interim assessments to monitor student academic progress.

The Renaissance STAR assessments are aligned to the California State Standards for both English Language Arts and Mathematics and were uniformly administered across all grade levels. And despite the challenges caused by the COVID19 pandemic, due to the hard work of its teachers, staff and administrators, REACH is very proud of the progress its students made, particularly in the area of English Language Arts (ELA). Its STAR assessment results in ELA revealed an overall ELA proficiency rate in **all grade** levels above 60%. The average ELA proficiency rate for grades 1, 2 and 4 was 70% or higher. Kindergarten Spring assessment results revealed an overall proficiency rate of 80% on the STAR Early Literacy interim assessment.

Results were shared with all stakeholders as appropriate.

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.

In contrast to the STAR ELA results, STAR Math revealed a very different story. While STAR ELA results exceeded 60% proficiency overall, STAR Math assessment results were far less optimistic with an overall proficiency score of 43%, with grades 4-6 averaging an overall proficiency rate of 26%.

To mitigate the learning loss in mathematics, the charter school will do the following:

The school will hold bi-weekly data meetings to analyze student data as a team, which includes teachers, administrators, and intervention specialists. During data meetings the school will analyze all areas from each subject where students indicate limitations. During said meetings, plans shall be formulated to offer

extra support or extension activities to best meet the needs of all learners. Extra support in the areas of need will be offered in the form of free after-school tutoring, small group instruction, one-on-one meetings with teachers during office hours, and targeted, small group instruction with intervention specialists and classroom teachers on a weekly basis. For English Language Development, the school will focus heavily on interventions for writing, reading, and comprehension as these are the areas students most need support in. Math supports vary by grade level; however, preliminary data analysis shows common misconceptions across grade levels in the areas of geometry and measurement and data. In grades 4-6 specifically, fractions and decimals are the areas where additional focus is needed.

Using the benchmark data collected, instructional teams will work together to create intentional small groups for direct instruction. Students will be sorted by ability level and focus skill to ensure that the targeted instruction is both personalized and meaningful. Small group instruction shall offer varied modalities of instruction, including visual supports such as graphic organizers, color coding, interactive whiteboards. Students who require tactile support shall have access to instructional materials that include letter/sound tiles, high frequency word cards, games to be played via zoom with their group, base 10 blocks, fraction strips and a variety of other hands on manipulatives created to meet individual needs. English learners shall have access to lessons daily that each focus on one of the core areas assessed by ELPAC (speaking, listening, reading and writing). Students who are low-income or experiencing homelessness shall have access to chromebooks, hot spots, and any other tech and materials necessary to ensure equitable access to curriculum and instruction.

During the summer of 2021, the school is offering an intensive 3 week summer school program focusing on and supporting students in the area of mathematics with a focus on common misconceptions.

The effectiveness of supports will be measured not only by the subsequent benchmarks but at intervals throughout the school year. The school shall utilize formative and summative skill based assessments for students who are receiving support in specific areas to close the learning gap. Progress monitoring shall be used to track progress of reading and math fluency. Curriculum based assessments will also be used to measure proficiency toward grade level benchmarks.

LCAP Highlights

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

The LEA responded to school closures, due to the COVID-19 emergency, with various changes to lessen the impact of the closures on students and families. We made changes to minimize student impact in the areas of instruction, equity, special education services, intervention support, and nutrition services.

In regards to instruction, the charter school accommodated distance learning instruction by delivering education through multiple venues and by using multiple learning platforms such as Zoom, Google Classroom, as well as others. It provided students with options to transition into virtual learning using technology, in addition to offering the option of taking physical work packets home. REACH made technology available to all families in need and offered hot spots for those in need of the internet.

Families who transitioned to virtual learning followed a fixed virtual class schedule where students meet as a class with their teachers and receive direct instruction. In addition, the intervention team worked with at-risk students in smaller virtual groups, offering additional support. Its English Learner student population was provided with support in virtual small group instruction to continue advancing them in the areas of listening, speaking, reading, and writing.

Low-income families were provided with the option of picking up technology and hot spots for distance learning as well as food on a daily basis. Students with IEPs continued to receive services either in a 1:1 or in a small group setting via Zoom sessions. In terms of mental health services, students received Educationally Related Mental Health Services (ERMHS) and had access to REACH's Licensed Clinical Social Worker, LCSW. All parents were given 24-hour access to REACH's Licensed Clinical Social Worker, LCSW as well.

As for nutrition services, the school provided daily school meals during the pandemic while maintaining social distancing practices by having a curbside pick up for parents to drive through and conveniently pick up meals. Chromebooks, internet hotspots, and paper packets were also distributed to students based on a need or want, to ensure that all students had a way to receive a rigorous distancing learning program. All parents were encouraged to reach out to the school's IT team to check out devices and/or for troubleshooting.

Before the start of this school year, we held walk-in hours and appointment times for parents to pick up technology and other materials. The school purchased technology devices and additional internet hotspots to meet student demand and need. Going forward, the school will assess technology and connectivity needs upon enrollment.

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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Stakeholder Engagement

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

The LCAP parent involvement criteria is intended to assist parents in holding LEAs accountable for fulfilling their commitment to its students and families. To ensure that families had full access and involvement in the curation of the LCAP, REACH implemented the following:

Climate Surveys

The LEA conducted climate surveys during the spring 2021. Parents, students, and school staff, which includes teachers, administrators, and other personnel. The climate survey included areas such as: academics, social-emotional needs, school climate, school communication, parent engagement, and feedback around COVID-19 protocols. Through the parent survey the school was able to note that families continued to be satisfied with the quality of instruction and praised the teaching and classified staff for their commitment during these trying times.

REACH conducted three grade-level specific climate surveys for students in March 2021. Student surveys suggested high student satisfaction rates in the area of social-emotional support, particularly as it relates to feelings of safety, belonging, feeling seen and heard, etc.

Meetings

Parent participation in meetings has improved significantly with the use of the Zoom platform. However, the school still finds that parents do not heavily engage when a meeting's primary focus is on LCAP and other areas requiring public hearings. For this reason, the LEA proactively pushed into parents committees when eliciting feedback pertaining to the LCAP, such meetings included RSSC, ELAC and AAPAC. In said meetings, the administrators reviewed local assessment data, LCAP goals and proposed actions, services, and funding allocations. By using existing platforms which also included regularly scheduled board meetings, the school was able to speak directly to its stakeholders.

LCAP Survey

To maximize parent involvement in the creation of the LCAP, REACH also conducted a brief survey for our stakeholders to review its proposed goals, actions, and funding allocations.

A summary of the feedback provided by specific stakeholder groups.

Parents

The REACH parent climate survey results suggest that the majority of parents agree with the proposed goals, actions, services and funding allocations. Some parents requested that the needs of gifted and advanced students be considered more which led to action Goal 1.4 and the additional focus on bringing AVID, GATE opportunities to the school culture.

Students

The 4th-6th grade survey included an open-ended comment section for students to disclose anything they wanted to the LEA's administration team. Three topics emerged from the survey: (1) the students' love for the school, (2) a desire for more activities catering to students performing at or above grade level, and (3) a desire for a middle school as 6th grade students expressed a desire to stay longer at REACH.

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

Parents

Parent comments within the climate survey and the LCAP survey supported the allocation of LCFF funds towards STEAM and other enrichment activities for students. A parent also expressed concern about the challenges that distance learning presents to students with learning disabilities. Goal 1. 5 centers on assessment data to inform individual instruction and support for individual student learning.

Teaching and Classified Staff

Goal 1.2 and 1.3 focus on supporting ELPAC and AAPAC parent engagement groups and student population. As teachers stated in the climate survey, they struggle with parent participation which was made more difficult by the pandemic. ELPAC and AAPAC aim to increase parent involvement on campus for all students, but focusing on strategies for at-risk student populations.

Students

Due to student responses, the LEA has included Goal 1.4 which will allocate $90,000 towards STEAM enrichment activities (Robotics, Leadership, Creative Writing, Foreign language, GATE, AVID, Band, Soccer, Choir, etc.).

Goals and Actions

Goal 1

Goal #	Description
1	**Academic Achievement & Professional Development** ● Promote and support student academic growth and achievement towards mastery of the state standards ● Hire and retain highly qualified teaching candidates ● Develop high-quality teachers and effective teaching teams towards full implementation of state standards.

An explanation of why the LEA has developed this goal.

In order to reach the charter school's goals of closing the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards, the school must hire the best teacher candidates possible, support teacher growth and development, and ensure that students have the materials, technology, and scaffolded support that's needed to make adequate growth towards their personal growth goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall SBAC ELA (3-6) 2019	51.46 % Met or Exceeded Standard	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	65.0 % Met or Exceeded Standard
Overall SBAC Math (3-6) 2019	40.06 % Met or Exceeded Standard	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	50.0 % Met or Exceeded Standard

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Acquisition and Use of Technology	Promote digital literacy and enhance overall academic performance through the use of technology: (1) Purchase one device per student grades 1-2, (2) purchase 5 additional devices per classroom in TK-K, and (3) Replace and repair existing technology.	$ 48,000.00	[Y/N]

Action 2	English Language Proficiency Assessment (ELPAC) student outcomes	<u>Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for students learning English as a second language</u>. Funding includes: (1) Dedicated ELPAC Coordinator, (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus, and (3) additional funding to secure an additional test proctor.	$ 37,500.00	[Y/N]
Action 3	African American student outcomes	<u>Increase academic performance amongst African American students in Reading and Comprehension.</u> Funding Includes: (1) A dedicated AAPAC Coordinator, and (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus.	$ 2,500.00	[Y/N]
Action 4	STEAM and Project-based Learning	<u>Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills</u>. STEAM & Project Based Learning Curriculum, Materials and Supports: Continue towards full- implementation of Next Generation Science Standards (NGSS).	$ 90,000.00	
Action 5	Instruction driven by data	<u>Use ongoing assessment data to inform instruction and support individual student learning.</u> Funding includes: (1) Certified staff to analyze data, facilitate meetings, and provide support to teachers, (2) coaching to directly support classroom instruction, (3) relief days for teachers, and (4) attendance software.	$ 86,000.00	
Action 6	Common Core Standard Implementation	<u>Effectively execute full implementation of Common Core State Standards to promote college and career readiness.</u> Funding includes: (1) teacher training, (2) curriculum and materials, (3) student incentives.	$ 200,000.00	

Goal Analysis 2020-21

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.

None

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

Actuals exceeded budgeted expenditures by over $30,000.00 for increased and improved services for high needs students in 2020-21 school year. Increases included an increased demand for technology (devices and hotspots) and materials to support distance learning during the COVID19 pandemic.

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

Teacher professional development, monthly data meetings, coaching and in-class supports (e.g., interventionists and classroom aides) as well as technology devices in the hands of every student led to an increase in reading acquisition and an overall proficiency rate of over 60% in ELA across all grade levels. Students being equipped with technology also led to higher engagement and access to academic content while learning at home.

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.

None

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

Goal 2

Goal #	Description
2	**School Climate** ● <u>Increase and or maintain stakeholder satisfaction rates as measured by climate surveys and student enrollment.</u> (1) recognize increase in number of parents reporting that they are satisfied with the instruction their child is receiving at REACH, (2) maintain parent perception of student safety, and (3) pose question, "Would you recommend REACH to a friend?" ● <u>Increase the engagement of stakeholders via committees, and increase pupil attendance and enhance overall academic performance through daily attendance:</u> Funding includes: (1) student/teacher/class incentives and awards for attendance rate of 96% higher, and (2) certified and classified staff compensation for monitoring and enforcing state attendance requirements on an ongoing basis.

An explanation of why the LEA has developed this goal.

As a school of choice, parents vote every day when they choose to drop their child off at school. Parent and student perception and satisfaction rates determine the long-term viability of the school and determine how parents choose to engage with the school daily. And because REACH is a commuter school, its attendance rate tends to trend lower than that of surrounding school districts making an attendance and overall stakeholder satisfaction goals vital to the schools overall success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey: Indicate child(ren)'s safety at school - 2021	98% of respondents Agree or Strongly Agree	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	98% satisfaction rate
Parent Climate Survey: Indicate satisfaction with instruction provided by teachers -2021	91% of respondents Agree or Strongly Agree	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% satisfaction rate
Parent Climate Survey: Indicate that they would recommend REACH to a friend - 2021	Question not posed.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% would recommend

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Stakeholder Satisfaction Rate	Maintain goal of 98% of parents reporting that their child is safe at school	$0.00	
Action 2	Stakeholder Satisfaction Rate	Increase goal of 90% of parents reporting that they are satisfied with the instruction provided by REACH teachers.	$0.00	
Action 3	Stakeholder Satisfaction Rate	Add goal wherein 95% of REACH parents report that they would recommend REACH to a friend.	$0.00	
Action 4	ADA Attendance Rate	Increase ADA attendance rate to 96%	$ 107,000.00	[Y/N]

Goal Analysis 2020-21

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.

Attendance was impacted by the COVID19 pandemic and was not reported to the California Dashboard or CALPADS in the way it would have been in a non-COVID year. As a result, the school was not able to track its progress toward this particular goal.

As it relates to stakeholder satisfaction rates, parents' perception of school safety exceeds expectations in a pandemic year with 98% of parents reporting that they felt safe sending their child to school. However, only 90% of parents reported that they were satisfied with the instruction that their child was receiving. The LEA sees this as a growth opportunity over the next couple of years.

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

No.

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

Due to a change in how data was collected and reported this year, the LEA is unable to ascertain its progress towards its goal of a 96% attendance rate.

As it relates to overall parent perception and satisfaction, the school received very good news and progress in the area of parent perception of student safety whereby parents overwhelmingly reported that they felt safe sending their child to school.

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.

None.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11%	$570,347.00

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.

REACH LSA was founded for the purpose of closing the achievement gap for the underserved students, namely black, brown and poor kids, which traditionally receive an inferior education to their white and more affluent counterparts. With this knowledge as a backdrop for every initiative that the charter school undertakes, the LEA's English learners, foster youth, and low-income students are always considered in every instance or circumstance. Beginning with nearly every item purchased, each program instituted, and almost every new initiative that the school initiates, they are all done with this population in mind. For example, English learners, foster youth, and low-income students are considered for small group instruction that incorporates multimodal instruction, with frontloading of vocabulary and concepts to strengthen their connection to text and comprehension before other groups. Low-income students, EL students, or other students identified as at-risk of potentially experiencing learning loss, received additional small group instruction and support via the intervention team throughout the school year and will continue to do so. By analyzing instructional planning reports for each student, students will continue to be grouped by ability level and focus skill in order to ensure that instruction is targeted to their specific growth goals. Instructional strategies and modalities of instruction during small groups are varied and determined by student learning preferences. These students receive and shall continue to receive counseling and behavioral support on an individual and ongoing basis.

Small group instruction, intervention services, free after-school tutoring services are provided for these students first and foremost. When offering summer school, English learners, foster, and low-income students were considered first when determining who would be eligible to participate.

Low income students receive technology (e.g., hotspots and chromebooks), school resources and other school-related materials, including school uniforms free of charge 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.

Low-Income Students	
Needs, Conditions, Circumstances	A performance gap persist between low-income students and all students in both ELA & Math based on SBAC and STAR data
Action(s)	- After School Tutoring - Summer Learning Academy (summer school) 1:1 tech devices - Small group instruction - Intervention support
Expected Outcome(s)	5% increase on DIBELS by end of the school year - Improved STAR and SBAC Scores in both ELA and Math

English Learners	
Needs, Conditions, Circumstances	Due to language barrier, parents unable to help with work completion
Action(s)	**School provides the help needed to be successful:** - After School Tutoring - Summer Learning Academy (summer school) 1:1 tech devices - Small group instruction - Intervention support
Expected Outcome(s)	3% increase on DIBELS by end of the school year - Improved STAR and SBAC Scores in both ELA and Math 80% of students continue to make adequate growth until reclassification and proficiency in English is achieve,

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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