



Local Control and Accountability Plan (LCAP) 2022-23

Presented at the REACH Leadership STEAM Academy governing board special meeting on Thursday, June 23, 2022, at 6:00 p.m.

Includes:

Budget Parent Overview 2022

LCAP Supplement 2021-22

LCAP 2023

Action Tables 2021-22

Action Tables 2022-23

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC Section 42238.07*.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Template

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

CDS Code: 33672150126128

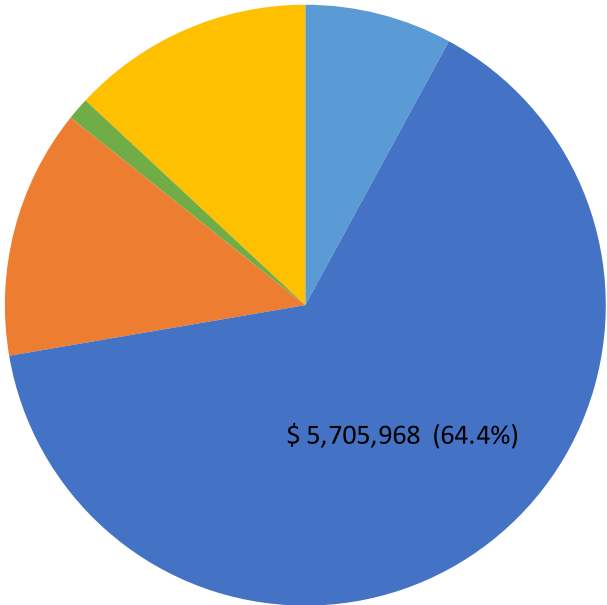
School Year: 2022 – 23

LEA contact information: Virgie Rentie, 951-295-2171, vrentie@reachroyals.org

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 2022 – 23 School Year

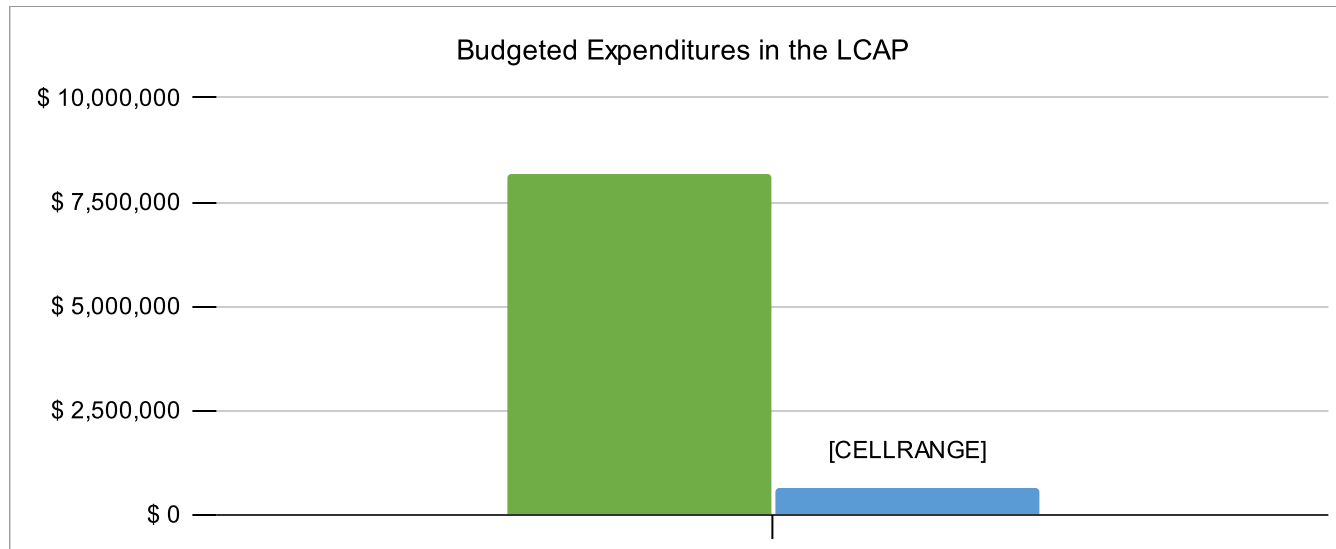
Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for REACH Leadership STEAM Academy is \$8,863,759.00, of which \$6,408,890.00 is Local Control Funding Formula (LCFF), \$1,189,759.00 is other state funds, \$107,020.00 is local funds, and \$1,158,090.00 is federal funds. Of the \$6,408,890.00 in LCFF Funds, \$702,922.00 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.



This chart provides a quick summary of how much REACH Leadership STEAM Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

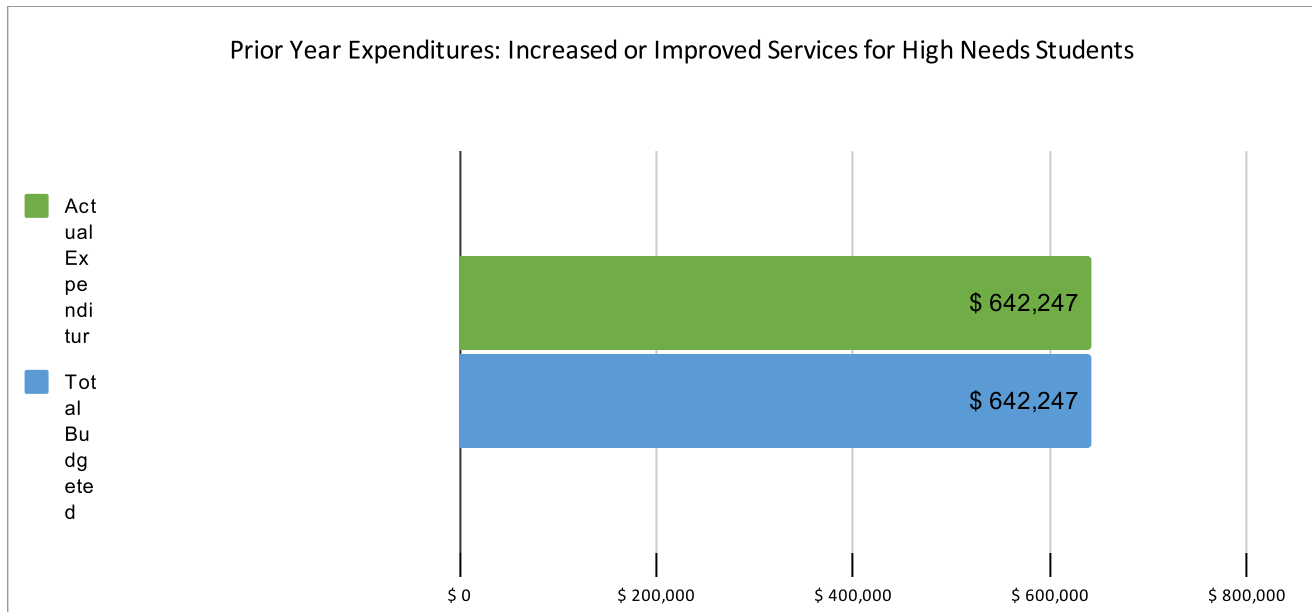
The text description of the above chart is as follows: REACH Leadership STEAM Academy plans to spend \$8,187,290.00 for the 2022 – 23 school year. Of that amount, \$633,125.00 is tied to actions/services in the LCAP and \$7,554,165.00 is not included in the LCAP. The budgeted expenditures that are not 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, 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 2022 – 23 School Year

In 2022 – 23, REACH Leadership STEAM Academy is projecting it will receive \$702,922.00 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 \$729,691.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what REACH Leadership STEAM Academy budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, REACH Leadership STEAM Academy's LCAP budgeted \$642,247.00 for planned actions to increase or improve services for high needs students. REACH Leadership STEAM Academy actually spent \$642,247.00 for actions to increase or improve services for high needs students in 2021 – 22.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

NA. The LEA included the applicable funds in its 2020-21 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA is anticipating receiving \$500.00 which is insufficient to hire additional staff. In order to address learning loss due to school closures, the funds received this year will be used to retain existing staff who directly support teachers in the classrooms.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA engaged its educational partners in the use of one-time federal funds via various resources which mainly included public board meetings. The dates of said meetings are as follows:

- ESSER I, II, III - Public meeting, October 25, 2021
- LCAP Budget Survey- Education Partner Survey, May 20, 2021
- Expanded Learning Opportunities Program (ELO-Grant) - Public meeting, May 24, 2021
- In-Person Instruction (IPI) - No public meeting. Direct submission to the State in May 27, 2021
- Educator Effectiveness- Public meeting, October 25, 2021
- ELO-Program (no plan yet)- TBD
- Pre-K Planning and Implementation (UTK) (no plan yet)- TBD
- LCAP Concentration Funds- Public meeting, June 2021

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

REACH intends to implement the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSER III) expenditure funding in a manner that is consistent with its intended use. To date, no ESSER III funds have been spent. See the school board approved plan below for a more comprehensive outline of how the school intends to spend allocated funds.

Link:

[ESSER III](#)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

REACH is using the fiscal resources received this school year in a manner that is consistent with its 2021-22 LCAP and Annual Update. A significant portion of the funding has been spent on efforts to reopen the school safely -more specifically, expenditures have included:

- Retention and hiring of front line workers, such as a highly qualified school nurse and custodial staff
- Additional construction costs to expand the learning environment to ensure proper distancing amongst students.
- Purchases of filtration equipment in order to improve ventilation in the work environment.
- Funds used to provide extended learning opportunities and enrichment activities, such as summer school and robotics

- Staff retention to avoid layoffs
- Purchase of all necessary personal protective equipment (PPE)
- Hiring of additional staff to address learning loss
- Hiring of additional staff to promote and facilitate social distancing
- Funding to boost Wi-Fi, and purchase of additional hot spots and other technology for students in need.

See links below for a more comprehensive outline of how monies have been spent.

Links:

[Local Control and Accountability Plan \(LCAP\) 2021-22](#)

[LCAP Annual Update 2019-20](#)

[LCFF Budget Overview for Parents 2021-22](#)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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 2022-23

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

School’s Missing and Vision

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.

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.

Demographic Data: Nearly 60% of the students enrolled in our program are considered socioeconomically disadvantaged (an increase of nearly 10%), less than 6% are English Learners, less than 1% are foster youth, just over half are of Hispanic or Latino origin, nearly 20% are African American (exceeding district and state enrollment), well over 13% are considered White, with a growing Asian population of nearly 4%

Reflections: Successes

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

Despite the setback to education that many schools experienced due to the 2020 COVID19 pandemic, the LEA was able to recognize some successes in the 2021-22 school year. Using the Renaissance STAR assessments, the LEA continued to track student achievement data in an effort to monitor student academic growth and achievement. The Renaissance STAR assessments are aligned to the California State Standards for both English Language Arts and Mathematics and continue to be 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 continue to make, particularly in the area of English Language Arts (ELA).

Academic Success: The LEA's STAR assessment results in ELA revealed an overall ELA proficiency rate in **all grade** levels at 60%. In grades 3-6 REACH students achieved an overall ELA proficiency rate of 60% Some grade levels that stand out in terms of increased proficiency are 5th grade with a growth of 15% and 6th grade with an increase in overall proficiency of 7%. In one year's time in Mathematics, 6th grade STAR scores increased by 18% with an overall proficiency rate of 34%.

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

Enrollment Success: As a charter school, parents choose daily to continue enrollment with our program. And throughout the pandemic extending through the end of the current school year, enrollment numbers have continued to increase with an enrollment projection of next school year exceeding this year's enrollment with a waiting list in most grade levels.

Teacher and Staff Retention Rate: With many individuals choosing to leave the profession and nearly 50% of the teaching force having left the profession entirely, the LEA continues to recognize a high teacher and staff retention rate with over 90% of the teachers returning this school year and a projected 84% of the teachers returning in the 2022-23 school year.

Parent Involvement: This year the school saw an increase in parent participation overall, be it school sponsored events where the parent attendance rate nearly doubled, or parent committees where parents went from practically non-existent to full fledged operating committees for both the School Site Council and the African American Parent Advisory Committee. Parent participation continues to be low or non-existent for LCAP or LCFF budget meetings; however, the LEA has found it very useful to bring those meetings to specific areas that are already functioning, such as a monthly SSC or AAPAC Meeting. To increase parent involvement related to feedback and input relative to LCAP goals, actions, and expenditures, the LEA found it useful to conduct school-wide surveys soliciting feedback and input from all education partners.

Interventions and Student Supports:

With the use of both LCFF and Elementary and Secondary Emergency Relief Funds (ESSER), the LEA was able to continue to provide strategy-based student support and services without interruption.

Intervention: Every classroom continued to receive intervention support for students in need of academic support. The highly trained and highly skilled interventionist supported the bottom 10% of students in each grade level with small group pullouts and skill-based remediation in both reading and math.

Read 180: The additional emergency funding allowed the LEA to purchase programs that support student reading acquisition. Students not making adequate progress in the area of reading were added to Read 180/System 44 groups where instruction was individualized via a computer-adapted program to bolster and enhance existing reading strengths, plug and remediate missing skills allowing students to gain missing and vital reading competency allowing progress to be made.

Classroom Supports: The additional emergency funding allowed for more teacher support. The LEA used the funding to increase its coaching capacity. Each classroom teacher was assigned a classroom coach that provided observations, feedback, assistance, and encouragement during a very difficult and challenging school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Math Achievement

STAR Math assessment results were far less optimistic with an overall proficiency score of 45% from 46% in 2021-22. However the school was able to recognize an increase in overall Math proficiency from the beginning of the school year (38% to 46% by mid march which is an increase of 8% proficiency overall.) **To mitigate the learning loss in mathematics, the LEA has included the following instructional strategies:** (1) monthly 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 are formulated to offer extra support or extension activities to best meet the needs of all learners. (2) Extra support in the areas of need are offered in the form of free after-school tutoring, small group instruction, and

targeted, small group instruction with intervention specialists and classroom teachers on a weekly basis. (3) 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 has been placed. (4) Using the benchmark data collected, instructional teams work together to create intentional small groups for direct instruction. (5) Students are sorted by ability level and focus skill to ensure that the targeted instruction is both personalized and meaningful. (6) Small group instruction offers varied modalities of instruction, including visual supports such as graphic organizers, color coding, interactive whiteboards. Students who require tactile support 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. (7) Students who are low-income or experiencing homelessness 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 offered 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 is measured not only by the subsequent benchmarks at intervals throughout the school year. The school utilizes formative and summative skill based assessments for students who are receiving support in specific areas to close the learning gap. Progress monitoring is used to track progress of both reading and math fluency. Curriculum based assessments are also used to measure proficiency toward grade level benchmarks.

Attendance

School attendance since the COVID19 pandemic reached a low point starting in the 2021-22 school year. On average, Average Daily Attendance (ADA) dropped from an average of 95.5% to a now average of 91.5%. For a single-site charter school, the difference can be significant. The LEA will continue to align its attendance practices with safe and healthy guidance from the county, state and federal authorities. To increase attendance, the LEA will continue to implement wraparound attendance intervention and support for students and their families in order to optimize learning and increase the social and emotional needs of this student body.

LCAP Highlights

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

The LEA reopened school in the 2021-22 school year poised to mitigate any learning gaps due to the COVID19 pandemic. Starting with a 3- week long summer school session for students in an effort to minimize student impact in the areas of instruction, equity, special education services, intervention support, and nutrition services. (a) The LEA continues to attract and keep highly qualified teachers. (b) The school continues to invest in its physical environment by installing playground equipment for both lower and upper grades.(c) Extra support for teachers in the form of instructional coaches, SBAC support, and professional development. (d) The school continues to increase its support to students by looking at the whole child and launching a Bounce Back program which focuses on students who are experiencing trauma. The intensive 6 week program is intended to provide students with coping skills to help recover from traumatic experiences. (e) The LEA continues to focus on Restorative Practices which minimizes suspensions and time out of school. (f) Parent Climate survey recognizes an increase in parent satisfaction in areas of school safety and instructional focus. (g) The LEA continues to increase

teacher salaries in order to maintain a highly qualified workforce acknowledging the hard work and dedication that its teaching staff demonstrates yearly.
(h) Sixth grade math scores increased by 18% overall.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Last year’s prompt:

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 2022. 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 2022. 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. School board meetings were held throughout the school year allowing the school board to closely monitor the LCAP development and implementation process.

AAPAC Meetings

[January 20, 2022](#) - The SSC receives an academic presentation showcasing “Fall” Data of where students showed existing or new interventions for the 21-22 school year.

ELAC Meetings

[December 9, 2022](#) - The ELAC meeting is a space to help families navigate the ELD program. As part of the committee's commitment to diversity and inclusion, the ELAC coordinator asks families how they can best be supported. In this meeting they were asked 1) How can we better support bilingual students at REACH? 2) How can we better support bilingual families at REACH? and 3) What events could we hold that would promote cultural and linguistic inclusivity at REACH?

School Site Council

[November 4, 2021](#) - The SSC receives an academic presentation showcasing “Floor Level” Data of where students started at the beginning of the 21-22 school year. The committee had additional academic presentations.

[December 19, 2021](#) - The SSC receives an academic presentation showcasing “Fall” Data of where students showed existing or new interventions for the 21-22 school year. The committee received a presentation on the Schoolwide Action Plan, which reflects similar successes, challenges, and goals/actions found in the Local Control and Accountability Plan and the ACS WASC self-study report. The Schoolwide Action Plan has two goals: 1) Goal 1: Increase academic achievement and provide professional development and 2) Goal 2: School Climate.

Presentation

[January 13, 2022](#) - The SSC agrees that the committee should have goals and initiatives as it relates to the needs of students and families. “Delfino agrees that we should set some goals for ourselves as a board. Using the data presented by the admin, we can look at it and start making goals for us as a school. Let’s plan some actions, and have a goal; Rachael Staylor: At a previous meeting we discussed how we can get more feedback on what our students need; Delfino would like to get input from teachers and families on the needs of students; Hokanson commented on the timing of many of the other meetings at times that are not possible to make it to. AAPAC has had a successful turnout, so maybe we could collaborate with other groups to have a better parent turnout.”

[March 10, 2022](#) - Item 6.1.4 details the committee's ongoing commitment and dialogue on student and family needs assessment can steer the direction of how Title 1 and other funds can be used.

“Delfino - Concerned with how to improve student performance - believes it's building a strong partnership in the home. How can we reach out to parents who are not involved?; Cairney - Make parents comfortable with being involved. Ideas for community outreach - The survey is not just a survey - use special wording - “How can we improve”, and “what do you need personally to help your child?”; Delfino - Meeting next month can discuss how to reach out and create those “surveys” - How effective are these interventions? How effective are the dollars being spent now?”

[April 14, 2022](#) - During the prior meeting, the SSC requested a presentation that detailed the interventions offered at REACH. The committee also received a presentation that gave an overview of the ACS WASC full-study report and findings in anticipation of the full-study visit.

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 educational partners.

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 input from educational partners.

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

Goal #	Description
[Goal 1]	Academic Achievement & Professional Development <ol style="list-style-type: none"> 1. Promote and support student academic growth and achievement towards mastery of the state standards 2. Hire and retain highly qualified teaching candidates 3. 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 is needed to make adequate growth towards their personal growth goals.

STUDENT ACADEMIC PERFORMANCE

Currently 3-6 grade students are have an overall proficiency rate of 60% in English Language Arts (ELA) and 32% in Mathematics. Student achievement in ELA increased by 8.54% when comparing SBAC 2019 scores to STAR 2022 scores - as SBAC scores are currently unavailable - and have decreased in Mathematics by 8.06%. The largest impact of COVID19 is seen in overall performance in Mathematics with an approximate 8% decrease in overall performance. Increased services for underperforming, unduplicated students are intended to mitigate the learning loss in reading and math overall.

MEANS TO ACHIEVE STATE GOAL

In order to achieve stated goals, the LEA has increased the number of classified staff providing direct services to students by 25% and the number of certified staff providing direct services to students by .8%, The direct services include small group, leveled instruction, test proctoring, administration of assessments, coaching. teaching and lesson creation. Instruction is dictated by current assessment results and adjusted based on missing skills. Students are taught at his or her individual skill level in small groups or 1:1 settings in order to meet individual needs.

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	Overall SBAC ELA: (3-6) 2019 51.46 % Met or Exceeded Standard	2021-22 T2 STAR as SBAC data is unavailable: 60.00 % Met or Exceeded Standard	NA	NA	<u>Goal=65.0 % Met or Exceeded Standard</u> Student performance increased by <u>8.54%</u> towards overall goal.
SBAC ELA 3	58.14 % Met or Exceeded Standard	50.00 % Met or Exceeded Standard	NA	NA	<u>Goal=65.0 % Met or Exceeded Standard</u> Student performance increased by <u>-8.14%</u> towards overall goal.
SBAC ELA 4	50.54 % Met or Exceeded Standard	59.00 % Met or Exceeded Standard	NA	NA	<u>Goal=65.0 % Met or Exceeded Standard</u> Student performance increased by <u>8.86%</u> towards overall goal.
SBAC ELA 5	46.97 % Met or Exceeded Standard	72.00 % Met or Exceeded Standard	NA	NA	<u>Goal=65.0 % Met or Exceeded Standard</u> Student performance increased by <u>23.06%</u> towards overall goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA 6	48.38 % Met or Exceeded Standard	59.00 % Met or Exceeded Standard	NA	NA	<u>Goal=All Students 65.0 % Met or Exceeded Standard</u> Student performance increased by <u>10.62%</u> towards overall goal.
Overall SBAC Math (3-6) 2019	40.06 % Met or Exceeded Standard	32.00 % Met or Exceeded Standard	NA	NA	<u>Goal= All Students 65.0 % Met or Exceeded Standard</u> Student performance increased by <u>-8.06%</u> towards overall goal.
SBAC Math 3	60.46 % Met or Exceeded Standard	37.00 % Met or Exceeded Standard	NA	NA	<u>Goal=All Students 65.0 % Met or Exceeded Standard</u> Student performance increased by <u>-23.46%</u> towards overall goal.
SBAC Math 4	36.56 % Met or Exceeded Standard	26.00 % Met or Exceeded Standard	NA	NA	<u>Goal=All students 50.0 % Met or Exceeded Standard</u> Student performance increased by <u>-10.56%</u> towards overall goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math 5	31.82 % Met or Exceeded Standard	30.00 % Met or Exceeded Standard	NA	NA	<u>Goal=All Students 50.0 % Met or Exceeded Standard</u> Student performance increased by <u>-1.82%</u> towards overall goal.
SBAC Math 6	25.80 % Met or Exceeded Standard	35.00 % Met or Exceeded Standard	NA	NA	<u>Goal=All Students 50.0 % Met or Exceeded Standard</u> Student performance increased by <u>9.20%</u> towards overall goal.

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. The LEA seeks to close the achievement gap for its low-income students by providing technology to each child enrolled in its program.	\$86,735.00	Y
Action 2	English Language Proficiency Assessment (ELPAC) student outcomes	Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for students learning English as a second language. 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.	\$62,700.00 (.33 of 2 FTE & 1 test proctor)	Y

Action #	Title	Description	Total Funds	Contributing
Action 3	African American student outcomes	Increase academic performance amongst African American students in Reading and Comprehension. 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. By increasing parent involvement, awareness and access to school resources and supports, the LEA believes that the goal to increase African American academic achievement in both reading and math can be achieved.	\$50,000 (.20 of 3 FTE-teacher, staff, admin)	Y
Action 4	STEAM and Project-based Learning	Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills. STEAM & Project Based Learning Curriculum, Materials and Supports: Continue towards full- implementation of Next Generation Science Standards (NGSS). STEAM and project-based activities are some of the most engaging learning activities that are available to students. As students engage in activities that require cooperative learning, critical thinking skills and discourse with peers, every child benefits and learning is enhanced across all disciplines.	\$22,272.00 Science curriculum; \$4750 for enhanced STEAM (staff salaries) for a total of \$27,022.00	Y
Action 5	Instruction driven by data	Use ongoing assessment data to inform instruction and support individual student learning. 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. As teachers and administrators do a deep dive into data, teachers are better able to measure the effectiveness of their teaching and administrators can measure the effectiveness of its program. Data analysis helps to drive instruction as teachers use the information to	\$152,000.00 (.50 FTE coaching staff (2); .50 FTE admin; .25 Intervention Coordinator	Y

Action #	Title	Description	Total Funds	Contributing
		adjust teaching practices, form small groups, and other research based strategies to plug missing skills.		
Action 6	Common Core Standard Implementation	Effectively execute full implementation of Common Core State Standards to promote college and career readiness. Funding includes: (1) teacher training, (2) curriculum and materials, (3) student incentives. By fully implementing the state standards, all student groups are given the opportunity to master and exceed grade level benchmarks, standards, and expectations.	\$255,418.00	Y

Goal Analysis for 2021-22

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

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

None

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

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

Action 1 (Tech): By continuing with a school-wide focus in 1:1 technology correspondence, the school went from only 5th and 6th grade students having access to technology to now grades 1-6 where each student has 1:1 access to technology. TK/Kindergarten students have a 4:1 access to technology.

Action 2 (ELPAC): SBAC data tracking information is unavailable.

Action 3 (AA Parent Participation): Parent participation increased by 300%. AAPAC meetings were regularly scheduled and attended. Parent events on campus were well-attended.

Action 4: STEAM-based Projects: Students continued to participate in project based activities including weekly, quarterly and annual focused, well-planned STEAM project based activities.

Action 5 (Data): Data meetings were held monthly. Teachers used data to reteach missing skills and plan lessons around misconceptions. Teacher data meetings included time for teachers to norm on assessment data, share best practices, and plan for future lesson. Data meetings may have contributed to gains in ELA and Mathematics.

Action 6 (Common Core): Due to annual focus on Common Core implementation, 100% of teachers and students have access to Common Core aligned curriculum and materials both in person and online.

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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions/

Goal

Goal #	Description
Goal 2	<p>School Climate</p> <ol style="list-style-type: none"> 1. Increase and or maintain stakeholder satisfaction rates as measured by climate surveys and student enrollment. (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?” 2. Increase the engagement of stakeholders via committees, and increase pupil attendance and enhance overall academic performance through daily attendance: 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. In order to reach its mission of closing the achievement gap for underserved youth, the LEA needs all students in attendance. A schoolwide attendance focus is vital as there is a correlation between school attendance and academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey: Indicate satisfaction around student safety at school - 2021	98% of respondents Agree or Strongly Agree	99.00 % of respondents Agree or Strongly Agree	NA	NA	<u>Goal=98% satisfaction rate.</u> 99% satisfaction rate. Increased satisfaction rate over last year, exceeding goal. Desired outcome is to maintain current satisfaction rate.
Parent Climate Survey: Indicate satisfaction with instruction provided by teachers -2021	91% of respondents Agree or Strongly Agree	94.00 % of respondents Agree or Strongly Agree	NA	NA	<u>Goal= 95% satisfaction rate.</u> 94% satisfaction rate. Increased satisfaction rate. Nearly met goal. Desired outcome is to reach and/or desired goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey: Indicate that they would recommend REACH to a friend - 2021	Question not posed.	Question not posed.	NA	NA	<u>Goal=95% would recommend.</u> Question will be posed next year. Currently have waiting list in grades Kindergarten through fourth. Fifth & sixth grades are near capacity.
Maintain an Average Daily Attendance Rate (ADA) of 96%	ADA= 98.18%	ADA= 91.98%	NA	NA	

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	Y
Action 2	Stakeholder Satisfaction Rate	Increase goal of 91% of parents reporting that they are satisfied with the instruction provided by REACH teachers.	\$0.00	Y
Action 3	Stakeholder Satisfaction Rate	Add goal wherein 95% of REACH parents report that they would recommend REACH to a friend.	\$ 0.00	Y
Action 4	Student ADA Attendance Rate		1 FTE and .50 FTE (admin & attendance clerk) plus incentives	Y

Action #	Title	Description	Total Funds	Contributing
		Increase ADA attendance rate to 96% and maintain.	and parent awareness and education efforts = \$105,000.00	

Goal Analysis for 2021-22

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

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

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

Since the COVID19 pandemic, school attendance rates have dropped from approximately 95.5% to now just over 91.5% overall. Attendance will be a school-wide focus for the 2022-23 school year.

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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$729,691.00	\$18,564.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13%	0%	\$0.00	13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The following actions have been designated and increasing/improving services for English Learners, students in foster care, and students designated as low-income, and are provided LEA-Wide:

Low-Income	
Needs, Conditions, Circumstances	<ul style="list-style-type: none"> A performance gap persist between low-income students and

	all students in both ELA & Math based on SBAC and STAR data
Action(s)	<ul style="list-style-type: none"> ● 1:1 tech devices ● Small group instruction ● Intervention support
Expected Outcome(s)	<ul style="list-style-type: none"> ● 5% increase on DIBELS by end of the school year ● Improved STAR and SBAC Scores in both ELA and Math
Effectiveness of these Actions	<ul style="list-style-type: none"> ● Too soon to tell

<u>English Learners</u>	
Needs, Conditions, Circumstances	<ul style="list-style-type: none"> ● Due to language barrier, parents unable to help with work completion
Action(s)	<p><u>School provides the help needed to be successful:</u></p> <ul style="list-style-type: none"> ● After School Tutoring ● Summer Learning Academy (summer school) ● 1:1 tech devices ● Small group instruction ● Intervention support
Expected Outcome(s)	<ul style="list-style-type: none"> ● 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 achieved,
Effectiveness of these Actions	<ul style="list-style-type: none"> ● Too soon to tell

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

Goal 1: Academic Achievement & Professional Development: (1) Promote and support student academic growth and achievement towards mastery of the state standards

Goal 2.2: Increase pupil attendance and enhance overall academic performance through daily attendance: Certified and classified staff compensation for monitoring and enforcing state attendance requirements on an ongoing basis.

Services for English Learners, low-income students and foster youth are being increased or improved by 13% or more in each of the above goals in the following manner: **Goal 1:** (a) small-group pullouts with intervention staff; (b) Read 180/System 44 reading supports; (c) small group pull outs with teachers. **Goal 2:** attendance monitoring to increase attendance, wraparound attendance intervention and support for students and their families in order to optimize learning and increase the social and emotional needs of its most vulnerable student population. Wraparound support includes removing the barriers for families who struggle to get to school on time. Sometimes it is a matter of educating parents and guardians on the importance of attending school daily and the impact that the lack of attendance is having on their child's academic progress. Other times, support includes relationship building, carpooling and support. Total increase in services exceeds the recommended 13% allocation.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	22:1 (staff-to-student ratio)
Staff-to-student ratio of certificated staff providing direct services to students	NA	52:1 (staff-to-student ratio)

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 738,875	\$ -	\$ -	\$ -	\$ 738,875	\$ 374,450	\$ 364,425

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Acquisition and Use of Technology	All	\$ 86,735	\$ -	\$ -	\$ -	\$ 86,735
1	2	English Language Proficiency Assessment (ELPAC) student outcomes	English Learner	\$ 62,700	\$ -	\$ -	\$ -	\$ 62,700
1	3	African American student outcomes	African American	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
1	4	STEAM and Project-based Learning	All	\$ 27,022	\$ -	\$ -	\$ -	\$ 27,022
1	5	Instruction driven by data	All	\$ 152,000	\$ -	\$ -	\$ -	\$ 152,000
1	6	Common Core Standard Implementation	All	\$ 255,418	\$ -	\$ -	\$ -	\$ 255,418
2	1	Stakeholder Satisfaction Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2	Stakeholder Satisfaction Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	3	Stakeholder Satisfaction Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	ADA Attendance Rate	All	\$ 105,000	\$ -	\$ -	\$ -	\$ 105,000

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,673,608	\$ 729,229	12.85%	0.00%	12.85%	\$ 738,875	0.00%	13.02%	Total:	\$ 738,875
								LEA-wide Total:	\$ 738,875
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Acquisition and Use of Technology	Yes	LEA-wide	All	REACH (Single site)	\$ 86,735	0.00%
1	2	English Language Proficiency Assessment (Yes	LEA-wide	English Learners	REACH (Single site)	\$ 62,700	0.00%
1	3	African American student outcomes	Yes	LEA-wide	Low-Income	REACH (Single site)	\$ 50,000	0.00%
1	4	STEAM and Project-based Learning	Yes	LEA-wide	All	REACH (Single site)	\$ 27,022	0.00%
1	5	Instruction driven by data	Yes	LEA-wide	Low-Income	REACH (Single site)	\$ 152,000	0.00%
1	6	Common Core Standard Implementation	Yes	LEA-wide	Low-Income	REACH (Single site)	\$ 255,418	0.00%
2	1	Stakeholder Satisfaction Rate	Yes	LEA-wide	All	REACH (Single site)	\$ -	0.00%
2	2	Stakeholder Satisfaction Rate	Yes	LEA-wide	All	REACH (Single site)	\$ -	0.00%
2	3	Stakeholder Satisfaction Rate	Yes	LEA-wide	All	REACH (Single site)	\$ -	0.00%
2	4	ADA Attendance Rate	Yes	LEA-wide	Low-Income	REACH (Single site)	\$ 105,000	0.00%
							\$ -	0.00%
							\$ -	0.00%

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 628,582	\$ 571,000	\$ 635,137	\$ (64,137)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Acquisition and Use of Technology	Yes	\$ 48,000	\$ 10,252.00	0.00%	0.00%
1	2	English Language Proficiency Assessment (ELPAC) student outcomes	Yes	\$ 37,500	\$ 67,610.00	0.00%	0.00%
1	3	African American student outcomes	Yes	\$ 2,500	\$ 2,500.00	0.00%	0.00%
1	4	STEAM and Project-based Learning	Yes	\$ 90,000	\$ 127,470.00	0.00%	0.00%
1	5	Instruction driven by data	Yes	\$ 86,000	\$ 114,627.00	0.00%	0.00%
1	6	Common Core Standard Implementation	Yes	\$ 200,000	\$ 208,837.00	0.00%	0.00%
2	1	Stakeholder Satisfaction Rate	Yes	\$ -	\$ -	0.00%	0.00%
2	2	Stakeholder Satisfaction Rate	Yes	\$ -	\$ -	0.00%	0.00%
2	3	Stakeholder Satisfaction Rate	Yes	\$ -	\$ -	0.00%	0.00%
2	4	ADA Attendance Rate	Yes	\$ 107,000	\$ 103,841.00	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,949,465	\$ 628,582	0.00%	12.70%	\$ 635,137	0.00%	12.83%	\$0.00 - No Carryover	0.00% - No Carryover