

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	River Islands Technology Academy
CDS Code:	39-68486-0127134
LEA Contact Information:	Name: Brenda L. Scholl Position: Executive Director Phone: 209-229-4700
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$10,039,863
LCFF Supplemental & Concentration Grants	\$568,830
All Other State Funds	\$1,248,243
All Local Funds	\$355,917
All federal funds	\$85,192
Total Projected Revenue	\$11,729,215

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$9,110,758
Total Budgeted Expenditures in the LCAP	\$7,410,351
Total Budgeted Expenditures for High Needs Students in the LCAP	\$910,719
Expenditures not in the LCAP	\$1,700,407

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$506,050
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$695,119

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$341,889
2020-21 Difference in Budgeted and Actual Expenditures	\$189,069

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	<p>General Fund Budgeted Expenditures not included in the LCAP include:</p> <ul style="list-style-type: none"> Salary and Benefits: Non-classroom based employees Special Education Substitute costs: Teachers Instructional Aides, Campus Monitor

	<ul style="list-style-type: none">• Facility Costs: Repairs• School wide student events costs• Special Education costs, depending on enrollment needs
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LCFF Budget Overview for Parents

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CDS Code: 39-68486-0127134

School Year: 2021-22

LEA contact information:

Brenda L. Scholl

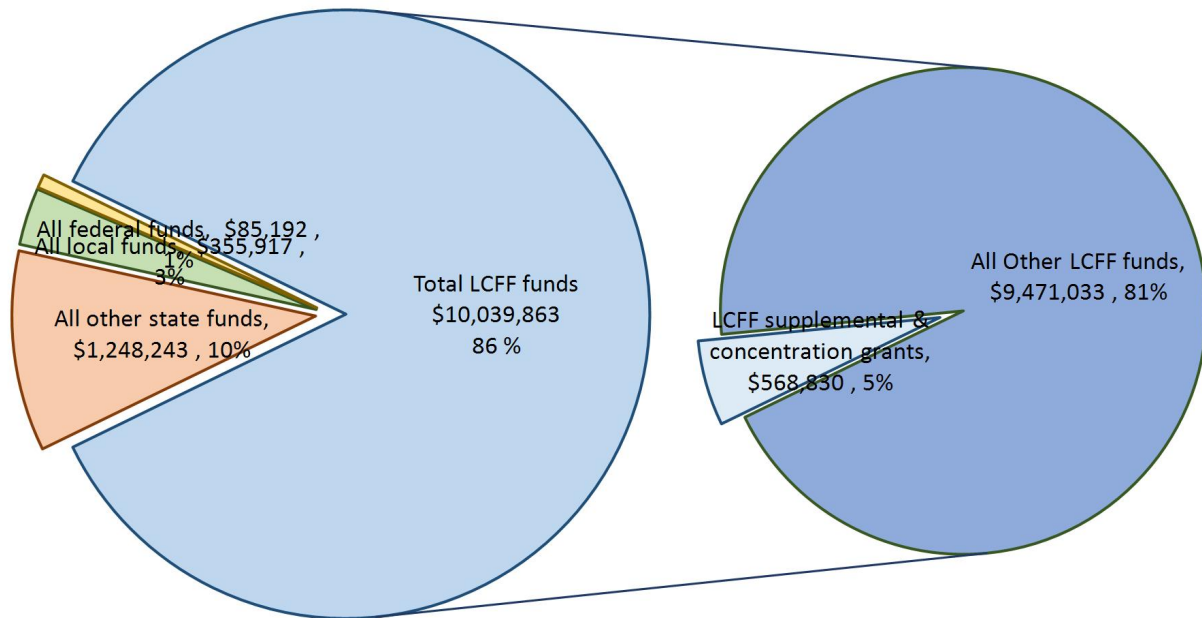
Executive Director

209-229-4700

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

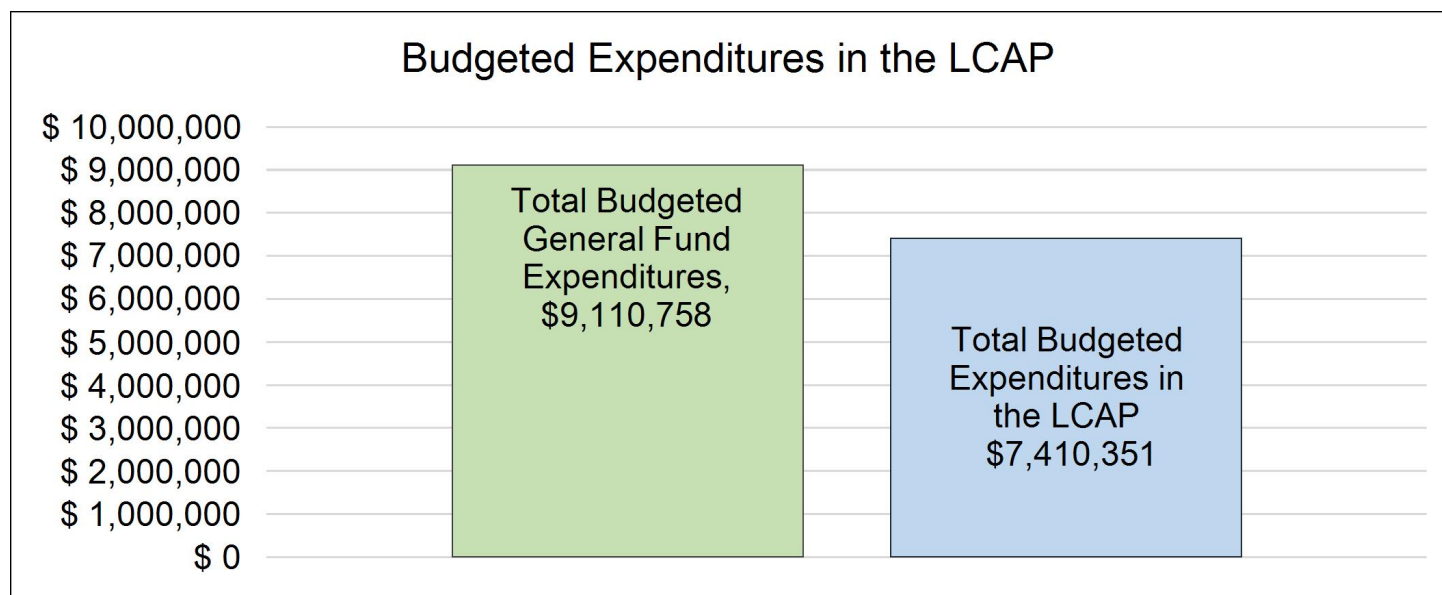


This chart shows the total general purpose revenue River Islands Technology Academy expects to receive in the coming year from all sources.

The total revenue projected for River Islands Technology Academy is \$11,729,215, of which \$10,039,863 is Local Control Funding Formula (LCFF), \$1,248,243 is other state funds, \$355,917 is local funds, and \$85,192 is federal funds. Of the \$10,039,863 in LCFF Funds, \$568,830 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

River Islands Technology Academy plans to spend \$9,110,758 for the 2021-22 school year. Of that amount, \$7,410,351 is tied to actions/services in the LCAP and \$1,700,407 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budgeted Expenditures not included in the LCAP include:

- Salary and Benefits: Non-classroom based employees
Special Education
- Substitute costs: Teachers
Instructional Aides,
Campus Monitor
- Facility Costs: Repairs
- School wide student events costs
- Special Education costs, depending on enrollment needs

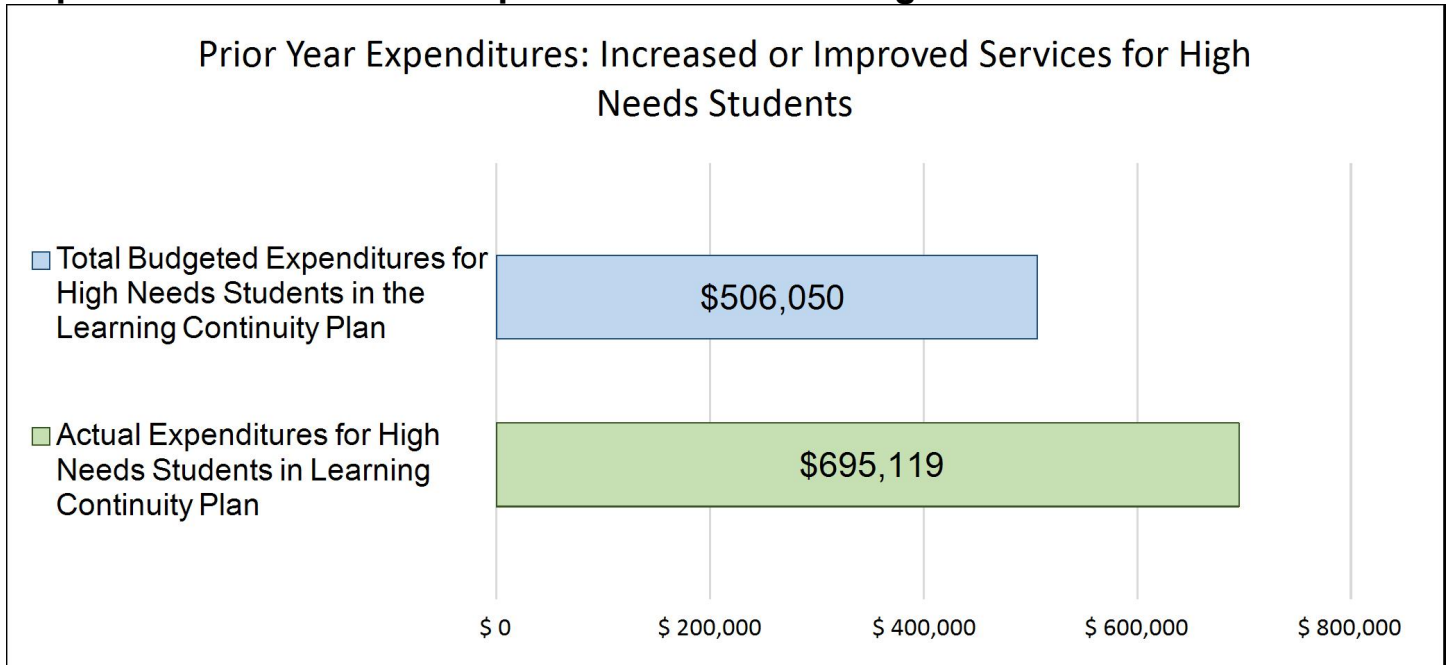
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, River Islands Technology Academy is projecting it will receive \$568,830 based on the enrollment of foster youth, English learner, and low-income students. River Islands Technology Academy must describe how it intends to increase or improve services for high needs students in the LCAP. River

Islands Technology Academy plans to spend \$910,719 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, River Islands Technology Academy's Learning Continuity Plan budgeted \$506,050 for planned actions to increase or improve services for high needs students. River Islands Technology Academy actually spent \$695,119 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
River Islands Technology Academy	Brenda L. Scholl Executive Director	bscholl@riacademies.net 209-229-4700

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

Goal 1

Improve and support student learning to raise student achievement for all students, and ensure that students are prepared for secondary education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 A. Teacher Assignments B. Instructional Materials C. Facility Status	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom, for each student verified by inventory lists. C: Facility remained in good repair verified by the FIT tool.
19-20 A: 100% of Teachers will be properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials are provided to each classroom, for each student verified by inventory lists. C: Facility will remain in good repair verified by the FIT tool.	

Expected	Actual
<p>Baseline</p> <p>A: 28 out of 29 Teachers were appropriately credentialed and placed, verified by 2016-17 Credential Audit. One teacher will gain a supplemental credential at the end her credential program at the end of this school year.</p> <p>B: There were sufficient Instructional Materials in each classroom for all students verified by 2016-17 inventory lists.</p> <p>C: Facilities were in good repair as verified by the 2016-17 FIT tool.</p>	
<p>Metric/Indicator</p> <p>Priority 2</p> <p>Implementation of State Standards:</p> <ul style="list-style-type: none"> Professional Development Materials Technology EL access to CA/EL standards <p>19-20</p> <p>A: Maintain aligned CCSS and NGSS curriculum and Professional Development, verified by inventory lists and PD schedules.</p> <p>A: Teachers use technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>B: English Learners will continue to be provided with integrated ELD within their classrooms.</p> <p>Baseline</p>	<p>A: Maintained aligned curriculum and Professional Development, verified by inventory lists and PD schedules.</p> <p>A: Teachers used technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>B: English Learners continued to be provided with integrated ELD within their classrooms.</p>

Expected	Actual
<p>A: Teachers were provided with aligned CCSS and NGSS curriculum and Professional Development verified by 2016-17 inventory lists and PD schedules.</p> <p>A: Teachers used technology to deliver daily CCSS aligned lessons and assignments, verified 2016-17 by teacher lesson plans and student work.</p> <p>B. English Learners were provided with Integrated ELD, as verified by 2016-17 curriculum and lesson plans.</p>	
<p>Metric/Indicator Priority 3 Parental Involvement</p> <p>19-20 A, B, C: Maintain parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program and provide parent training in technology verified by sign-in sheets. Documentation of school events that encourage parental participation will be kept.</p> <p>Baseline A, B, C: In 2016-17, Parental volunteer participation, including unduplicated student parents and parents of students with exceptional needs, has continued to be strong, verified by Volunteer logs, attendance at school events and Parent Teacher Conferences, and meeting sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There were over 200 fingerprinted, registered volunteers. In addition to working in the classrooms, there were many committees and activities where parent involvement played a large role: governing board, school site council, parent booster club, 8th grade promotion committees, Middle School Activities committee, chess and lego clubs, parent/teacher conferences,</p>	<p>A, B, C: Maintained parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program and provide parent training in technology verified by sign-in sheets. Documentation of school events that encouraged parental participation was kept.</p>

Expected	Actual
<p>Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, Writing and Art Fair, and a Muliti-Cultural Night. Regular 2016-17 emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation.</p>	
<p>Metric/Indicator Priority 4 Performance on State Assessments</p> <p>% of Proficient EL</p> <p>EL Reclassification Rate</p> <p>NA: API, College/Career, AP exams, EAP results</p> <p>19-20 A: Maintain or increase ELA standard met or exceeded from 18-19 from 68%</p> <p>A: Maintain or increase Math standard met or exceeded from 18-19 54%</p> <p>D: EL Progress: maintain growth</p> <p>E: EL Reclassification Rate: Reclassification will continue as appropriate for our EL student population</p> <p>Baseline A. 2015-2016 CAASPP ELA standard met or exceeded results: 63%</p>	<p>A: ELA standard met or exceeded from 18-19: We did not administer the SBAC exams in 19.20 due to COVID- 19 so there is no data to report in this area</p> <p>A: Math standard met or exceeded from 18-19: We did not administer the SBAC exams in 19.20 due to COVID- 19 so there is no data to report in this area</p> <p>D: EL Progress: This data point was not configured on the CA Dashboard due to not completing the ELPAC Summative exam in 19.20 because of COVID-19</p> <p>E: EL Reclassification Rate: xx English Learner Students were reclassified</p>

Expected	Actual
<p>2015-2016 CAASPP Math standard met or exceeded results: 45%</p> <p>D: 2016-17 EL Progress (CA Dashboard 2015-16): 86% of EL students made progress towards acquiring English</p> <p>E: 2016-17 Reclassification Rate: 26 English Learner Students were Reclassified</p>	
<p>Metric/Indicator Priority 7 Course Access</p> <p>19-20 A, B, C: All students, including unduplicated and students with exceptional needs, will have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p> <p>Baseline A, B, C: All students, including unduplicated students and students with exceptional needs, have access to rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p>	<p>A, B, C: All students, including unduplicated and students with exceptional needs, had access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology.	Consultants 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000	5800: Professional/Consulting Services And Operating Expenditures Base \$20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 Conference Expenses: K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	5000-5999: Services And Other Operating Expenditures Base \$26,523	5000-5999: Services And Other Operating Expenditures Base \$28,073.59
1.3 Retain/Maintain number of certificated teachers to maintain class sizes. Teachers will be hired to accommodate growth and replace leaving staff as needed.	1000-1999: Certificated Personnel Salaries Base \$2,587,922 3000-3999: Employee Benefits Base \$1,007,057	1000-1999: Certificated Personnel Salaries Base \$2,506,419 3000-3999: Employee Benefits Base \$802,054
1.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as needed.	5800: Professional/Consulting Services And Operating Expenditures Base \$500 sub-costs 1000-1999: Certificated Personnel Salaries Base \$300 3000-3999: Employee Benefits Base	5000-5999: Services And Other Operating Expenditures Base \$628.72 0 0
1.5 Increase classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed.	classroom, sped 2000-2999: Classified Personnel Salaries Supplemental \$241,809 electives 2000-2999: Classified Personnel Salaries Base \$51,122 3000-3999: Employee Benefits Supplemental \$31,399 3000-3999: Employee Benefits Base	2000-2999: Classified Personnel Salaries Supplemental \$158,685 2000-2999: Classified Personnel Salaries Base \$14,863 3000-3999: Employee Benefits Supplemental \$75,857
1.6 Induction Program for new teachers: County fees for Induction Program Stipends for Induction Support Providers Stipends for Intern Teacher Support Providers	Inductees- County fees for Program 5800: Professional/Consulting Services And Operating Expenditures Base \$13,000	5800: Professional/Consulting Services And Operating Expenditures Base \$11,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Support Providers: Induction/Intern 1000-1999: Certificated Personnel Salaries Base \$10,000 3000-3999: Employee Benefits Base	1000-1999: Certificated Personnel Salaries Base \$10,050
1.7 Continue to evaluate effectiveness of core and supplemental curriculum to adopt and renew subscriptions as data indicates.	4000-4999: Books And Supplies Base \$106,000 4000-4999: Books And Supplies Supplemental \$10,000	4000-4999: Books And Supplies Base \$104,793.97 4000-4999: Books And Supplies Supplemental \$44,409.71
1.8 Continue to evaluate SBAC, ELPAC and classroom data for reclassification of English Learners.	no cost	no cost 0
1.9 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration.	4000-4999: Books And Supplies Base \$1,000	0
1.10 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.	4000-4999: Books And Supplies Base \$175,000	4000-4999: Books And Supplies Base 110,939
1.11 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000	5000-5999: Services And Other Operating Expenditures Supplemental \$8,538
1.12 Provide substitutes for release time for teachers as needed to participate in Lesson Study and Professional Learning Community Opportunities in the areas of: ELD, Math and ELA.	1000-1999: Certificated Personnel Salaries Base \$18,000	1000-1999: Certificated Personnel Salaries Base \$8,800
1.13 Continue to provide Parent Education Opportunities for Families in the areas of Curriculum, Technology and Language Development (EL), through Software, Supplies, Subscriptions, Instructors and translators as needed.	4000-4999: Books And Supplies Base \$2,000 1000-1999: Certificated Personnel Salaries Supplemental \$2,000	4000-4999: Books And Supplies Base \$2,000 translation % of salaried employees 1000-1999: Certificated Personnel Salaries Supplemental \$2,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental	3000-3999: Employee Benefits Supplemental
1.14 After School tutoring: Weekly after school tutoring is provided by classroom Teachers to address the areas of need in individual or small group settings of their students. Additional intensive tutoring will be provided for 2 additional days per week for students identified as needed additional support.	2000-2999: Classified Personnel Salaries Supplemental \$5,000 3000-3999: Employee Benefits Supplemental 4000-4999: Books And Supplies Supplemental \$5,000	2000-2999: Classified Personnel Salaries Supplemental \$3,000 3000-3999: Employee Benefits Supplemental 4000-4999: Books And Supplies Supplemental \$3,000
1.15 Gain historical on-going student academic data; maintain computer based assessment program.	5000-5999: Services And Other Operating Expenditures Base \$10,000	5000-5999: Services And Other Operating Expenditures Base \$30,460
1.16 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.	1000-1999: Certificated Personnel Salaries Base \$66,000 1000-1999: Certificated Personnel Salaries Supplemental \$44,000 3000-3999: Employee Benefits Base 3000-3999: Employee Benefits Supplemental	1000-1999: Certificated Personnel Salaries Base \$64,038 1000-1999: Certificated Personnel Salaries Supplemental \$42,692 3000-3999: Employee Benefits Base \$20,492 3000-3999: Employee Benefits Supplemental \$13,661
1.17 Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff use).	4000-4999: Books And Supplies Base \$25,000	4000-4999: Books And Supplies Base \$20,637
1.18 Intervention Teacher to provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility.	1000-1999: Certificated Personnel Salaries Supplemental \$40,000 1000-1999: Certificated Personnel Salaries Title I \$26,000 3000-3999: Employee Benefits Supplemental	1000-1999: Certificated Personnel Salaries Supplemental \$37,987.80 1000-1999: Certificated Personnel Salaries Title I \$25,265.20 3000-3999: Employee Benefits Supplemental \$12,127.2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title I	3000-3999: Employee Benefits Title I \$8,084.8

Goal Analysis

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

All Actions and Services planned for the 2019-20 school year were started and implemented as planned for the majority of the school year. With the abrupt closing of school in March due to COVID-19 there were actions/services that were not able to be completed as originally planned. The majority of those a/s were professional development and learning opportunities because trainers/presenters were not able to come on campus or workshops that teachers were registered for ended up being cancelled by the organizer. Conferences that had been scheduled for the spring were cancelled so funds originally budgeted for those actives were not fully expended.

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

The majority of Actions and Services in Goal 1 were successfully implemented at the start of the school year and continued without disruption. Our staff adapted and changed instructional practices amazingly when we had to provide virtual learning for all students as of the middle of March through the end of May due to COVID-19. Services were adapted as best as possible to try and continue to provide our students with the best educational program we could. Things like school-side assessments were a challenge to coordinate remotely in a manner that would ensure validity to the data the assessment provided. Not all professional development planned was able to happen in this new environment due to cancellations or because it was determined that being provided virtually would not be as effective. Our typical after-school tutoring services were adapted, allowing teachers to sill attempt to meet with students individually or in small groups through out the week after whole class instruction was complete.

Goal 2

Foster a respectful and collaborative culture that ensures social emotional well-being, and a safe environment for children.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3 Parental Involvement 19-20 A, B, C: Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.	A, B, C: Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.

Expected	Actual
<p>Baseline A, B, C: Parental volunteer participation, including parents of unduplicated students, and parents of students with exceptional needs, continued to be strong, verified by Volunteer logs, attendance at school events and Parent Teacher Conferences, and meeting sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There are over 200 fingerprinted, registered volunteers. In addition to working in the classrooms, there are many committees and activities where parent involvement plays a large role: governing board, school site council, parent booster club, 8th grade promotion committees, Middle School Activities committee, chess and lego clubs, parent/teacher conferences, Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, Writing and Art Fair, and a Muliti-Cultural Night. Regular emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation.</p>	
<p>Metric/Indicator Priority 5 Attendance Rates Chronic Absences Middle School Dropout Rate</p> <p>High School Dropout and High School Graduation Rates: not applicable to a K-8 school</p> <p>19-20 A: Attendance rates will continue to maintain at a 96% or higher.</p>	<p>A: Attendance rate for 2019-20 was 98.4%</p> <p>B: Maintained a Chronic Absence rate of 6%</p> <p>C: Maintain Middle School Dropout Rate: 2019-20 was 0%</p>

Expected	Actual
<p>B: Maintain a Chronic Absence rate of 4% or lower.</p> <p>C: Maintain Middle School Dropout Rate</p> <p>Baseline 2016-17 Illuminate Reports verify: A: Attendance rate: 96% B: Chronic Absence rate: 4% C: Middle School Drop Out Rate: 0%</p> <p>D, E: High School Dropout and High School Graduation Rates: not applicable to a K-8 school</p>	
<p>Metric/Indicator Priority 6 Suspension Rate Expulsion Rate Survey results</p> <p>19-20 A: Suspension will decrease/maintain from baseline</p> <p>B: Expulsion Rate: will maintain at less than 1%</p> <p>C: Student Survey: students will be annually surveyed for feedback on school climate.</p> <p>Baseline 2016-17 Illuminate Reports verify: A: Suspension Rate: 4%</p>	<p>A: Suspension for 2019-20 was 2.4%</p> <p>B: Expulsion Rate: maintained at less than 1%</p> <p>C: Student Survey: students will be annually surveyed for feedback on school climate: The annual student survey was not administered this past spring because of the school closure due to COVID-19.</p>

Expected	Actual
<p>B: Expulsion Rate: 0.1%</p> <p>C: Student Survey: C: Student Survey results indicate that: 62% of students surveyed like coming to school at RiTechA; All of the time. 36% of students surveyed like coming to school at RiTechA; Most of the time.</p> <p>74% of students surveyed feel like their Teachers help them when needed; All of the time. 25% of students surveyed feel like their Teachers help them when needed; Most of the time.</p> <p>57% of students surveyed feel like people at RiTechA care about them; All of the time.</p> <p>39% of students surveyed feel like people at RiTechA care about them; Most of the time.</p> <p>64% of students surveyed know where to go to when they need help; All of the time.</p> <p>30% of students surveyed know where to go to when they need help; Most of the time.</p>	
<p>Metric/Indicator Priority 8 Student Enrollment Rate Student Enrollment Retention Rate</p> <p>19-20 Enrollment and retention rates of students will maintain as verified by student information system reports (Illuminate)</p> <p>Baseline 2016-17 Illuminate Reports verify: Student Enrollment and retention rate: 91%</p>	<p>Enrollment and retention rates of students will maintain as verified by student information system reports (Illuminate)</p> <p>The enrollment/retention rate for 2019-20 was ultimately hard to calculate due to the changes that occurred for families dealing with the COVID-19 pandemic. We weren't able to sort out students who left by choice versus those who dis-enrolled due to COVID related issues.</p>

Expected	Actual
Enrollment: 547 (based on 1-8 enrollment on 8.10.16) (based on K-7 enrollment on 6.1.16)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Continue character education program with all staff participating in recognizing students good character. Additional instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a weekly basis. Prizes for good character recognition. "Brag Tags" will be used school-wide, to recognize good student behavior/character within classroom on an on-going monthly basis. Assemblies to support the Character program will be scheduled.	training 5000-5999: Services And Other Operating Expenditures Base \$4,500 Books and resources for character counts program 4000-4999: Books And Supplies Base \$5,000	5000-5999: Services And Other Operating Expenditures Base \$3,219 4000-4999: Books And Supplies Base \$5,346
2.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	5800: Professional/Consulting Services And Operating Expenditures Base \$750	0
2.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club and sailing club. Materials and resources for after school programs.	4000-4999: Books And Supplies Base \$5,000 Stipends for after school programs 2000-2999: Classified Personnel Salaries Base \$18,000 3000-3999: Employee Benefits Base	4000-4999: Books And Supplies Base \$1,120 2000-2999: Classified Personnel Salaries Base \$5,200 3000-3999: Employee Benefits Base
2.4 Continue to support a school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.	4000-4999: Books And Supplies Base \$3,500	4000-4999: Books And Supplies Base \$198
2.5 Support students social and emotional well-being with individual, small group counseling and individual therapy.	Contract with Valley Community Counseling 5000-5999: Services And Other Operating Expenditures Base \$60,000	5000-5999: Services And Other Operating Expenditures Base \$56,200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6 see description for 2018-19	N/A	N/A
2.7 Continue with school-wide student broadcasting program for weekly announcements and other school activities/events	4000-4999: Books And Supplies Base \$4,000	0
2.8 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.	5000-5999: Services And Other Operating Expenditures Base \$2,500	5000-5999: Services And Other Operating Expenditures Base \$2,786.44
2.9 Workshops: continue to seek out Professional Development options to provide and share information with the teaching staff to best meet the needs of at risk students.	5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	5000-5999: Services And Other Operating Expenditures Supplemental \$1,440
2.10 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.	4000-4999: Books And Supplies Base \$2,000	4000-4999: Books And Supplies Base \$391.92
2.11 A self check-in system will continue to be supported for school visitors/volunteers. The system also has an emergency component that will be utilized with staff during emergency procedures/situations.	4000-4999: Books And Supplies Base \$3,000	4000-4999: Books And Supplies Base \$782
2.12 Furniture will be purchased to support Alternative Seating within our classrooms to better support students who prefer seating other than a traditional desk and chair.	4000-4999: Books And Supplies Base \$20,000	4000-4999: Books And Supplies Base \$8,762
2.13 Maintain 3 shade structures throughout campus which provide additional overhead coverage to students while outside at recess, during PE or working in small groups.	5000-5999: Services And Other Operating Expenditures Base \$10,000	no cost
2.14 A school Nurse will be on site 2 days a week to address the health needs of students, create medical plans as needed and train the staff as needed. The nurse will be able to follow up with families regarding medical issues and impact said issues have on the education of students. A School Nurse will help add an additional facet to our team to enabling us to better address the whole child.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$76,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,578

Goal Analysis

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

All Actions and Services planned for the 2019-20 school year were started and implemented as planned for the majority of the school year. With the abrupt closing of school in March due to COVID-19 there were actions/services that were not able to be completed as originally planned. Goal 2 was more effected by the school closure due to COVID-19. Some of the action/services stopped, like our Voulnteer program, since there was no one physically on campus after the middle of March. After school programs were adapted and continued as they were able based on whether or not the activities could be done remotely/virtually. College presentations as stopped as it was difficult to try and organize a way for class presentations to be recorded to be shared with the school. Student awards continued in an adapted fashion, some awards were not issued the last try-mester of the school year. Counseling services were adapted to meet the needs of students who were seeing the Counselor or Therapist on campus, continuing appointments virtually as scheduled and needed.

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

The majority of Actions and Services in Goal 2 were successfully implemented at the start of the school year and continued without disruption. Our staff adapted and changed practices when needed to provide virtual services for all students as of the middle of March through the end of May due to COVID-19. We were able to provide a safe environment on camps and worked hard to ensure student social emotional health was a focus throughout the remained of the year while students were distance learning.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(There are no Actions related to In-Person Instruction listed in this plan because at the time the LCP was written we were told to only include new services caused by changes in instruction due to COVID-19. We had no new services to add at the time the plan was written for In-Person Instruction. Regular on-going expenses to operate RiTechA were incurred.)			

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

There are no Actions related to In-Person Instruction, therefore no substantive differences, because at the time the LCP was written we were told to only include 'new' services caused by changes in instruction due to COVID-19. We had no new services to add at the time the plan was written for In-Person Instruction.

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year has presented many successes and many challenges. We began the school year providing instruction through a Distance Learning model with the hope that we would be able to bring students back to campus as soon as it was safe and feasible. We were able to welcome students back on campus for In-Person Instruction on November 2, 2020, grades K-3 and November 9, 2020, for the remaining grades, 4-8. Families had the option of choosing to return to In-Person Instruction on campus, or to continue with Distance-Learning remotely at home. There were strict protocols put in place for safety of students and staff with the goal of remaining open without a COVID-19 outbreak. The brief time that we were able to have students back on campus was very successful and students thrived while here. We had very few positive COVID-19 cases during the 3 weeks we were open. Although we had few cases, we chose to have extended quarantining requirements for siblings that led to more classes needing to shut down than we would have like. Parents also requested to change their instruction option (back to Distance-Learning) as more classes were

quarantined due to possible exposures and because of the increasing number of positive cases in our county. Because we felt compelled to honor parent request, the model we had built, based on earlier preferences, was not able to be sustained. With students switching back to Distance Learning we had classes that were growing to large for Teachers to manage and teach effectively. Because of this, increased cases within the county and that the county returned to the purple tier, we chose to have the entire school switch back to Distance Learning following the Thanksgiving Break, on November 30, 2020, until further notice.

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
EL Coordinator: use of time for completion of EL assessment, paperwork, and collaboration	\$7,000	\$5,000	Yes
Professional Development: SIS trainings, Math training, Socio-emotional training	\$20,475	\$17,400	Yes
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	\$2,000	\$3,713	Yes
Technology: Programs to enhance lesson recording, editing and student work submission	\$3,500	\$13,188	Yes
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	\$2,500	\$4,500	Yes

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

There were no substantive difference between planned and implemented actions. Substantive differences in budgeted expenditures from what was expended occurred in the Technology Action in that we purchased and implemented more computer-based programs throughout the year to better deliver instruction, and ease the task of collecting/reviewing student work virtually.

Analysis of the Distance Learning Program

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

Continuity of Instruction: As a one-one device school, students are used to accessing their curriculum through their Chromebook or iPad at River Islands Technology Academy, this was not a significant change for us and allowed students to have on-going access to their instructional materials whether they are participating in Distance Learning, On-site instruction or both. Instruction continuity was successful with stage and students easily adapting to the various changes throughout the year. Teachers were able to use programs to push out additional content, as needed, either whole class or to groups of students. Our weekly instructional staff meetings as a whole, and also in grade level/span meetings where needs of students, technology, and instructional materials to ensure high level instruction is being provided for their classes were discussed enabled instruction to continue throughout the school year.

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

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

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

Staff Roles/Responsibilities: Every staff member had their roll affected in some way by COVID-19 and Distance Learning. The two positions that were significantly different in how they functioned as a result of not having students on campus were the new Program Coordinator, and our School Nurse. Both adapted their roles and continued to provide services to students and staff throughout Distance Learning.

Support for Pupils with Unique Needs: River Islands Technology Academy staff used a variety of supports to meet the needs of all students. On-line programs were utilized with our EL students to help build language and break-out sessions were provided by teachers and/or instructional aides to provide additional support as needed. Pupils with exceptional needs were supported by General Education Instruction, and services from the Educational Specialists and instructional aides who pushed into their zoom/virtual classes when appropriate and provided pull-out individualized small group instruction during different times to make sure all IEP requirements are being met. This was a challenge at times, tying to coordinate with 9 grade levels and various teachers, as the special education team worked hard to provide the services within students' IEPs, but also tried to do it in a manner that didn't impact their general education class sessions whenever possible.

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

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Brain-Pop EL: a free on-line extension program that will be used with EL students weekly to provide targeted English Language Development instruction	no cost	\$2,950	Yes
Instructional Aides: used to help teachers monitor student participation and progress during instruction, and to provide additional learning spaces through either individual or small group break-out sessions.	\$60,000	\$280,000	Yes
Dream Box: additional sessions of the Math intervention program will be provided to address learning loss in this area of math. There is additional staff needed to run extended session offerings.	\$2,000	\$3,500	Yes
Devices: additional Student and Teacher devices were purchased to replace old devices, or for new enrolled students to better support the programs/systems being run during Distance Learning	\$288,075	\$221,408	Yes
Beyond SST: an on-line system that allows tracking of intervention strategies being used for students who have been identified at-risk of learning loss. It enables the communication of the parties involved on the learning team (teacher, administrators, specialists, parents and students if warranted) to be documented to create a record of intervention	\$4,500	\$4,500	Yes
Math Intervention Program: MAP Accelerator	\$6,000	\$8,960	Yes

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

There were no substantive differences between the planned actions and their implementation. There were differences between the budgeted and actual expenditures for device costs. This action was implemented as we planned, it just did not end up costing as much as originally budgeted. We ended up spending less on devices for students and staff because there were not as many devices that needed to be replaced as originally thought when the plan was developed. The cost for Instructional Aides was more than originally planned as we were able to hire and place more aides in classrooms to help with the various instructional delivery methods

throughout the school year. Typically we have instructional aides in the primary grades, but chose to place them in all grade levels for the 20-21 school year.

Beyond SST took longer to implement because of the wait time it took coordinate with the company and schedule meetings and trainings for the team involved. SSTs still took place throughout the year, but prior to Beyond SST implementation they were recorded using the old process and paperwork.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

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

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

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Program Coordinator: an additional Administrator position was added to assist the team with preparing for the 2020-21 instructional plan	\$110,000.00	130,000	Yes
Mental Health and Social and Emotional Well-Being	Materials and Supplies for corresponding with students to maintain connections between school/teacher and student, and to check on student's mental well-being.	\$5,000.00	\$1,000	No

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

There were no substantive differences between the planned actions and the budgeted expenditures. Both of the additional actions were fully implemented in the 2020-21 school year. The addition of the Program Coordinator provided the much needed assistance with all of the new processes that were developed and put in place to address the changes to instruction through Distance Learning, On-campus Learning and a combination of the two at various times. The difference in actual cost of the Program Coordinator versus what was budgeted is attributed to including benefit costs in the estimated actual amount.

Materials and supplies were provided and used by staff to make on-going connections to students both during class and outside of the school day. Teachers worked hard to acknowledge students for positive behavior and academic work. Making connections through mail, and additional virtual sessions enabled the teachers to boost students and their socio-emotional health, and make more typical student-teacher interactions that students are used to at RiTechA.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One of the most valuable lessons learned throughout this school year during both distance and in-person learning was the affirmation of the importance of student-teacher-family relationships and connections. Teachers at RiTechA have always worked hard to foster these relationships through in-person contact, emails and phone calls to create cohesive teams working towards common goals for students. Distance Learning challenged our usual practices, but it was amazing to see how teachers adapted to continue to establish

connections, learning about their students and create learning environments with the best interests of their students in mind. Teacher worried about when students struggled, and tirelessly implemented programs, and used strategies to make the best instructional program possible every single day.

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

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

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

The only substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement would be the cost originally budgeted for the Program Coordinator and the actual expense would be based on the total inclusion of benefit costs for the position. There were no substantive differences between what was planned, and what was implemented.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,761,882.00	4,351,579.35
	0.00	0.00
Base	4,257,674.00	3,839,253.64
Supplemental	478,208.00	478,975.71
Title I	26,000.00	33,350.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,761,882.00	4,351,579.35
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,794,222.00	2,697,252.00
2000-2999: Classified Personnel Salaries	315,931.00	181,748.00
3000-3999: Employee Benefits	1,038,456.00	932,276.00
4000-4999: Books And Supplies	366,500.00	302,379.60
5000-5999: Services And Other Operating Expenditures	116,523.00	131,345.75
5800: Professional/Consulting Services And Operating Expenditures	130,250.00	106,578.00
	130,250.00	86,578.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,761,882.00	4,351,579.35
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,682,222.00	2,589,307.00
1000-1999: Certificated Personnel Salaries	Supplemental	86,000.00	82,679.80
1000-1999: Certificated Personnel Salaries	Title I	26,000.00	25,265.20
2000-2999: Classified Personnel Salaries	Base	69,122.00	20,063.00
2000-2999: Classified Personnel Salaries	Supplemental	246,809.00	161,685.00
3000-3999: Employee Benefits	Base	1,007,057.00	822,546.00
3000-3999: Employee Benefits	Supplemental	31,399.00	101,645.20
3000-3999: Employee Benefits	Title I	0.00	8,084.80
4000-4999: Books And Supplies	Base	351,500.00	254,969.89
4000-4999: Books And Supplies	Supplemental	15,000.00	47,409.71
5000-5999: Services And Other Operating Expenditures	Base	113,523.00	121,367.75
5000-5999: Services And Other Operating Expenditures	Supplemental	3,000.00	9,978.00
5800: Professional/Consulting Services And Operating Expenditures	Base	34,250.00	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	96,000.00	75,578.00
		96,000.00	75,578.00
		96,000.00	75,578.00
		96,000.00	75,578.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,544,632.00	4,190,555.99
Goal 2	217,250.00	161,023.36

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$35,475.00	\$43,801.00
Pupil Learning Loss	\$360,575.00	\$521,318.00
Additional Actions and Plan Requirements	\$115,000.00	\$131,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$511,050.00	\$696,119.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$1,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,000.00	\$1,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$35,475.00	\$43,801.00
Pupil Learning Loss	\$360,575.00	\$521,318.00
Additional Actions and Plan Requirements	\$110,000.00	\$130,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$506,050.00	\$695,119.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Islands Technology Academy	Brenda L. Scholl Executive Director	bscholl@riacademies.net 209-229-4700

Plan Summary [2021-22]

General Information

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

River Islands Technology Academy, an Independent Public Charter School, originally opened its doors in July 2013. River Islands Technology Academy #2 reopened as a newly authorized Charter School, after being open as River Islands Technology Academy for three years. The staff, students and educational program remain the same, so much of the data reported represents information from the original charter which opened in July 2013. In 2020, River Islands Technology Academy Charter was reauthorized and formed a new Charter Organization, River Islands Academies beginning at the start of the 2020-21 school year.

Mission Statement:

The mission of the River Islands Academies is to provide students in grades (T)K-8 with a specialized, integrated, technology-based curriculum and experiential learning opportunities; thereby preparing students for postsecondary education and the world of work.

Motto:

COLLEGE BOUND

Vision:

River Islands Academies are high quality educational program for students in grades (T)K-8. The school will educate the whole child through a curriculum that integrates technology with core academics, in a positive learning environment. Students will complete a course of study enabling them to have educational and career choices beyond high school.

At River Islands Academies WE challenge ourselves to:

Increase the academic performance of ALL Students

Develop effective educators

Plan purposeful, deliberate actions, focused on the school's goals and priorities

Work collaboratively to accomplish more than what is possible alone

Be accountable, individually and as a group, for results, actions, and decisions
Commit to excellence and be disciplined to continually strive for improvement

Students in grades kindergarten through 2nd grade are issued an iPad mini. Students in grades 3-8 are provided a chromebook. One to one devices are utilized to access online curriculum and the learning management system for assignments and projects.

Student Demographics Ethnicity

0.6% American Indian or Alaskan Native

15% Filipino

6% African American

19% Caucasian

37% Hispanic

16% Asian

0.4% Pacific Islander

8% Two or More

11% English Learners

25% Low Socio-Economic

0.4% Foster Youth

30% Unduplicated Students

River Islands Academies' goal is to promote learning, discovery and personal growth among all members of the school community - students, teachers, administrators and parents - and to maintain high academic standards while addressing a wide range of learning abilities and needs. River Islands Technology Academy places an equal emphasis on character development (use of Character Counts program) and academic achievement, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education, process is as important as measurable results.

Finally, we seek to inspire students who are self-reliant, creative, curious, respectful and responsible; and we hope to instill a love of learning that will stay with our students all their lives.

River Islands Academies has a five member Governing Board, an Executive Director, a Human Resource & Compliance Coordinator, a Business Operations Manager and an IT/Data Support Specialist supporting both schools within the academies. River Islands Technology Academy has a Principal, an Assistant Principal and a Program Administrator who provide leadership at RiTechA. We encourage parents to volunteer at school for five hours per month per child. We are very fortunate to have over 100 parent volunteers in past years.

Grades Served:

RiTechA:

2020-21: K-8th

Number of Students:

2020-21: 1021

Reflections: Successes

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

One of the biggest successes of the River Islands Technology Academy program is our attendance rate. We continued to have outstanding attendance through the 20-21 school during on campus, distant and hybrid learning. Our attendance rate for the for the 2019-20 school year was 93%. We can contribute the high continued attendance during the atypical end to last school year and during the 20-21 year to the strong teacher, student, family relationships established and maintained by our staff. This is a major focus of our school, and will continue to be in the future.

Typically we are able to share continued growth in academic areas verified by state assessment score. Since there was no testing at the end of the 2019-20 school year we are unable to report out a state calculation, but our Winter school wide MAP scores show a maintained performance of enrolled students. ELA MAP scores showed 63% of students tested were at grade level, and 58% were at grade level in the area of Math.

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

Reflections: Identified Need

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

River Islands Technology Academy has no current Dashboard data as a result of changing Charter Authorizers beginning the 2020-21 school year. The most recent state calculated metrics based on the 2019-20 school Student Information System data: River Islands Technology Academy's greatest area of need continues to be our Suspension Rate, which is 2.4%, this is decrease of 0.4% from what was last reported on the Fall 2019 Dashboard. While we would expect these two data points to be comparable, they are not configured in the same manner or by the same person, one is a state reported data the other is based on site records. We also did not have a typical ending to our school year, with no students on campus from mid-March through the end of the year, we did not have any suspensions that occurred for the last 2 months of school. Because of these differences we will continue to keep suspension rates as an area of focus for improvement while we continue with our discipline practices.

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

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

LCAP Highlights

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

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

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

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

We continue to be a high functioning Charter School, evidenced by our academic data, attendance rates, and parent/community involvement and will strive to get back to our regular base instructional program as soon as possible. The goals, actions and services in this plan indicate our intentions for spending and programming to meet the needs of our students, staff and families.

Comprehensive Support and Improvement

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

Schools Identified

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

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

During the 2020-21 school year, a continual review and update process was implemented where stakeholder committee members were led through a process to develop goals, discuss the actions that were needed to support the goals and if they had any specific suggestions of new new services that they would like to see. Focus was specifically on what we wanted to carry-over into the new 3- year plan, and what actions/services, if any, were no longer needed in the new plan moving forward. When meeting with the Parent Advisory Group (School Site Council) members were given the opportunity to report findings and discuss concerns, if any. Each committee member gave input on the progress from their own viewpoint as well as from the viewpoint of their children attending the school.

Stakeholder input and voice was solicited from parents/families continuously throughout the school year as instructional practice and student needs changed with the various types of instruction that was provided during the year (ie. In-person, distance-learning).

Parental input was also sought out through our annual LCAP parent survey, which had an outstanding number of responses. This survey was pushed out to families on February 24, asking parents about a variety of aspects about the school, their child's instruction and how their child feels about school. Parents also had the opportunity to give open feedback or give suggestions on services they would like to see the Academies implement at the end of the survey.

Staff:

Staff participated in the LCAP survey this year, which was new, as a way to gather feedback and input from them remotely. The survey was pushed out to them on February 24, and they were asked to respond by the end of the week. The draft LCAP was posted on June 9th, where they were given the opportunity to review the purposed plan, and offer ideas and suggestions on how to improve or change what was presented.

Students:

Students were surveyed in grades (T)K-8. Students in grade 3-8 were given the opportunity to complete the on-line survey independently, while students in grades (T)K-2 completed the survey as a class, led by their teacher who tabulated and reported the results as a class average. Results from the student survey were shared with School Site Council, the Governing Board, and staff.

Governing Board Consultation:

There were many plans that were written, reviewed and approved by the Governing Board during the 2020-21 school year as part of the LCAP processes.

On August 18, the Learning Continuity and Attendance Plan (LCP) was discussed with the Board. On September 15, 2020 a public hearing was held and the LCP was presented to the Board, where the public had the opportunity to review on-line and provide feedback. The Governing Board approved the LCP at the September 29, 2020 meeting.

On December 15, 2020 the Budget Overview for Parents was presented and approved by the Governing Board. This overview was based on expenditures from the 2019-20 school year that was not previously reported due to COVID-19.

Data from the LCAP surveys was shared with the Board at the April 20, 2021 board meeting.

The public hearing for the 21-24 LCAP was held on June 10, 2021. The draft LCAP was shared with the School Site Council on May 13, 2021 and the draft was also posted to the school website on June 9, 2021 for public review.

The final LCAP was presented and approved by the Governing Board on June 15, 2021.

School Site Council:

School Site Council met on September 10, 2020, to review the Learning Continuity and Attendance Plan and began discussing the LCAP process for the year.

On December 10, 2020, the SSC met to review and discuss purposed goals for the 21-24 LCAP.

A draft of the 21-24 LCAP was presented to the SSC on April 15, 2021 and discussed. Input/feedback on the draft LCAP was recorded for further discussion and implementation.

On May 13, 2021 an updated version of the LCAP was shared with the SSC with input included. This version is close to completion with only estimated expenditure still needing to be determined for some actions/services.

A summary of the feedback provided by specific stakeholder groups.

In general, stakeholders were happy with the LCAP goals, actions and services and the direction of the school. The concern of addressing learning loss was expressed by some stakeholder groups and that will be addressed in another plan, but also in the increase and expansion of some of the actions and services. Additional staff will be added to provide more intervention on campus during and after school. We will implement accelerated programs during the summer session and if successful we will continue to use the programs with certain students throughout the school year. As a staff we worked to add expenses in the plan (G1) to be transparent about operational costs that are on-going to ensure the success of our programs, staff and facilities.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Academies Staff	1.1 Shared costs of staff who service all Academies Schools (Admin, Clerical, IT, Nurse) salaries and benefits	\$410,825.00	No
2	1.2 Academies Facilities & Operations	1.2 Rent, water, phone, internet, electricity, waste	\$691,184.00	No
3	1.3 Academies Contract Services	1.3 Counselor/Therapist, Gardening, Maintenance, Custodial, Student Information System, IT	\$356,490.00	No
4	1.4 Service Fees	1.4 Auditing, Back Office, Legal, Insurance, Payroll, District Oversight	\$333,900.00	No

Action #	Title	Description	Total Funds	Contributing
5	1.5 Recruitment & Marketing	1.5 Job Fair fees, release time costs, marketing costs of materials to promote the Academies.	\$11,000.00	No
6	1.6 Food Service	1.6 Food Service contract with BESD and any related costs	\$10,000.00	No
7	1.7 SPED Contract Services	1.7 Psych, Speech, OT, behaviorist, Director(BESD),Valley Mountain Regional, Easter Seals)	\$426,936.00	No
8	1.8 Academies Communication Tools	1.8 Website, App	\$9,500.00	No
9	1.9 Professional Development and Coaching	1.9 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	\$81,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	River Islands Technology Academy will develop, sustain and enhance quality instructional programs to raise student achievement.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 A. Teacher Assignments B. Instructional Materials C. Facility Status	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom, for each student verified by inventory lists. C: Facility remained in good repair verified by the FIT tool.				A. maintain 100% appropriately credentialed and assigned teachers B. Maintain sufficient instructional supplies for each classroom and student. C. Maintain a Good Repair rating on the FIT tool for site inspections.
Priority 2 Implementation of State Standards:	A: Aligned curriculum and Professional Development is provided, verified by				A. Maintain aligned curriculum and Professional Development, verified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Professional Development Materials Technology EL access to CA/EL standards 	<p>inventory lists and PD schedules.</p> <p>A: Teachers used technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>B: English Learners are provided with integrated ELD within their classrooms.</p>				<p>by inventory lists and PD schedules.</p> <p>A. Maintain use of technology to deliver standards aligned instruction and assessments.</p> <p>B. English Learners will be provided with integrated and designated ELD, verified by lesson plans and classroom observations.</p>
Priority 3 Parental Involvement	<p>A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.</p>				<p>Maintain high level of parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program, verified by sign-in sheets.</p> <p>Documentation of school events that encouraged parental participation will be kept.</p>
Priority 4 Performance on State Assessments	<p>A: ELA standard met or exceeded: We did not administer the</p>				<p>A: ELA standard met or exceeded: we will maintain or exceed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>% of Proficient EL</p> <p>EL Reclassification Rate</p> <p>NA: API, College/Career, AP exams, EAP results</p>	<p>SBAC exams in 19.20 due to COVID- 19 so there is no SBAC data to report in this area as a baseline.</p> <p>2020-21 MAP ELA Assessments show that: 63% of students assessed were at grade level</p> <p>A: Math standard met or exceeded from 18-19: We did not administer the SBAC exams in 19.20 due to COVID- 19 so there is no SBAC data to report in this area.</p> <p>2020-21 MAP Math Assessments show that: 58% of students assessed were at grade level.</p> <p>D: EL Progress: This data point was not configured on the CA Dashboard due to not completing the ELPAC Summative exam in 19.20 because of COVID-19</p>				<p>the base line CAASPP scores set from spring 2021.</p> <p>A: Math standard met or exceeded: we will maintain or exceed the base line CAASPP scores set from spring 2021.</p> <p>D: EL Progress: English Learners will continue to show progress annually verified on the Dashboard.</p> <p>E: English Learners will be reclassified as appropriate. Reclassification rates will be report annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	E: EL Reclassification Rate: 27 English Learner Students (4%) were reclassified during the 2019-20 school year.				
Priority 7 Course Access	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.				A, B, C: all students will continue to have access to a broad course of study, rigorous curriculum and assignments as verified by assignments and class schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Professional Development and Coaching	2.1 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	\$0.00	No
2	2.2 Conference and Workshop Expenses	2.2 Conference Expenses: K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	\$22,764.00	No

Action #	Title	Description	Total Funds	Contributing
3	2.3 Certificated Staff	2.3 Retain/Maintain number of certificated teachers to maintain class sizes. Teachers will be hired to accommodate growth and replace leaving staff as needed. (salaries & benefits)	\$3,291,198.00	No
4	2.4 Job Fairs and Recruitment	2.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as needed. To include release time if needed.	\$1,000.00	No
5	2.5 Paraprofessionals and Instructional Aides	2.5 Classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed. To include training and materials. salaries & benefits	\$338,000.00	Yes
6	2.6 Residents & Induction Program	<p>2.6 Resident Program for potential teachers: Resident Stipend Materials & Supplies</p> <p>Induction Program for new teachers: County fees for Induction Program Stipends for Induction Support Providers Stipends for Intern Teacher Support Providers</p>	\$10,000.00	No
7	2.7 Core and Supplement Curriculum; Program/license Subscriptions	2.7 Purchase core and supplemental curriculum and renew subscriptions as data indicates. Ensure that new classrooms, to accommodate growth, are set up and equip with grade appropriate instructional materials	\$210,000.00	No
8	2.8 Support Personnel training/shadow time	2.8 costs to provide training and shadow time for support personnel	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
9	2.9 Student Technology (devices)	2.9 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.	\$160,000.00	No
10	2.10 English Learner Services	2.10 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners. Coordination of annual assessments, staff: student support/services	\$37,000.00	Yes
11	2.11 Release time expenses for Professional Development	2.11 Provide substitutes for release time for teachers as needed to participate in Lesson Study, Professional Learning Community Opportunities in the all curricular areas	\$5,000.00	No
12	2.12 After School Student Support	2.12 After School tutoring: Additional tutoring with Instructional Aides will be provided for 2 additional days per week for students identified as needed additional support.	\$7,300.00	No
13	2.13 Local Assessment Program/System	2.13 Gain historical on-going student academic data; maintain computer based assessment program.	\$10,000.00	No
14	2.14 Program Administrator	2.14 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.	\$124,500.00	Yes
15	2.15 School Technology	2.15 Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(Classroom, Teacher, Office & Campus)	use) including Teacher technology. office/admin staff technology; campus wide technology		
16	2.16 Intervention Staff	2.16 Intervention Teacher to provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility.	\$78,000.00	Yes
17	1.17 Instructional Material & Supplies	1.17 Consumable materials for classroom and school wide events/projects	\$35,000.00	No
18	2.18 After school Tutoring (Mondays)	2.18 All instructional Staff provides after school tutoring to identified students within their classes. Students will receive intensive support to address student learning needs.	\$333,219.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parental Involvement	A, B, C: Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.				A, B, C: Parent involvement levels will be maintained verified by logs, attendance at events and sign-in sheets.
Priority 5 Attendance Rates Chronic Absences Middle School Dropout Rate	A: Attendance rate for 2019-20 was 93% B: Chronic Absence Rate in 19-20 was 6%				A. Maintain or decrease the Attendance rate baseline of 93%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout and High School Graduation Rates: not applicable to a K-8 school	C: Middle School Dropout Rate: 2019-20 was 0%				<p>B. Maintain or decrease a Chronic Absence 5%</p> <p>C. Maintain Middle School Dropout Rate of 0%</p>
Priority 6 Suspension Rate Expulsion Rate Survey results	<p>A: Suspension for 2019-20 was 2.4%</p> <p>B: Expulsion Rate: maintained at less than 1%</p> <p>C: Student Survey: students will be annually surveyed for feedback on school climate:</p> <p>66% of students surveyed like coming to school at RiTecA.</p> <p>71% of students surveyed reported being comfortable with talking with school staff.</p> <p>83% of students surveyed reported feeling safe at school.</p>				<p>A. Maintain or decrease suspension rate from baseline 2.5%</p> <p>B. Maintain Expulsion rate from baseline of less than 1%</p> <p>C. Students will be annually surveyed for feedback on school climate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Student Enrollment Rate Student Enrollment Retention Rate	Enrollment and retention rates of students will maintain as verified by student information system reports. It was hard to accurately measure the retention rate of students this year with the change in instructional delivery. We will establish a baseline percentage again next year when we return to a more stable on-campus instruction environment.				Maintain the enrollment and retention rate of students

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Student Character Program	3.1 Character education program with all staff participating in recognizing students good character. Instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a daily or weekly basis. Prizes for good character recognition will be given. "Brag Tags" will be used school-wide, to recognize good student behavior/character within classroom or on the school grounds on an on-going monthly basis. Assemblies to support the Character program will be scheduled.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	3.2 Office Staff Professional Development	3.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	\$2,000.00	No
3	3.3 Afterschool Enrichment Programs	3.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club and sailing club. Materials, resources and stipends for staff for after school programs.	\$22,700.00	No
4	3.4 College Bound (college of the week)	3.4 Continue to support a school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.	\$4,200.00	No
5	3.5 Counseling & Therapy	3.5 Support students social and emotional well-being with individual, small group counseling and individual therapy.	\$0.00	No
6	3.6 Middle School Success Classes	3.6 Expenses for middle school success classes and enrichment	\$11,000.00	No
7	3.7 School Safety Equipment	3.7 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.	\$2,500.00	No
8	3.8 Parent Volunteer Appreciation/Staff Appreciation	3.8 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration. Staff appreciation costs to acknowledge the staff's hard work throughout the year	\$3,000.00	No
9	3.9 Student Awards and Recognition	3.9 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	3.10 School check in system	3.10 A self check-in system will be supported for school visitors/volunteers. The system emergency component will be utilized with staff during emergency procedures/situations.	\$500.00	No
11	3.11 Flexible Furniture	3.11 Furniture will be purchased to support Alternative Seating within our classrooms to better support students who prefer seating other than a traditional desk and chair.	\$20,000.00	No
12	3.12 School Nurse	3.12 A school Nurse will be on site 2 days a week to address the health needs of students, create medical plans as needed and train the staff as needed. The nurse will be able to follow up with families regarding medical issues and impact said issues have on the education of students. A School Nurse will add an additional facet to our team, enabling us to better address the needs of the whole child.	\$0.00	No
13	3.13 Student Incentives	3.13 Expenses for student incentive programs and events (AR goals, end of season sports)	\$1,900.00	No
14	3.14 Field Trips & Student Camps	3.14 Expenses for grade level field trips: transportation, admission fees, supplies	\$20,000.00	No
15	3.15 Virtual Student management system	3.15 Go Guardian costs/license	\$14,080.00	No
16	3.16 Classified Staff	3.16 Cost to maintain classified personnel needed to ensure a smoothly run office and school site (salaries & benefits)	\$231,155.00	No

Action #	Title	Description	Total Funds	Contributing
17	Enrichment Programs	Support school wide enrichment programs such as: Art programs, assemblies, STEM and sports	\$28,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6%	\$501,272

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

Required Descriptions

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

River Islands Technology Academy is a single-school Charter with 1021 students in grades K-8. For the 2020-21 school year, the demographics of the student body are: 25% Low Soci-economic; 11% English Learners; and .4% Foster Youth. We do not currently have any students identified as homeless; however, we have policies and funds should the need for services arise. Being a single school district, the unduplicated pupil percentage is 30%, and the majority of the Actions and Services in our LCAP are provided on a school-wide basis.

The Actions/Services in Goal 2 described below, are principally directed and most effective in meeting the individual and specific needs of our EL and Low-Income and Foster Youth students. In our experience, classroom teachers are best able to meet the needs of the students they have within their, class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing weekly tutoring to their own students to make it intentionally directed towards each students' needs. Additional support with extra tutoring opportunities, parent training events and an Instructional Coach and Intervention Teacher all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

Supplemental Funds are used to provide Actions and Services to help accomplish Goal 2.

The Actions and Services specifically targeted towards Unduplicated Students from Goal 2 can be grouped in 3 main categories: Training/ Professional Development, Staff, and Programs/Materials.

Supplemental funds used for Training/Professional Development:

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

Supplemental funds used for Staff:

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

A/S 2.14 Program Administrator (new A/S): A Program Administrator will be provided using supplemental funds. The Program Administrator will provide hands-on in class support to teachers to help them improve instruction to best serve all our students, including English Learners, Low Income and Foster Youth students. School-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement.

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

Supplemental funds used for Programs

A/S 2.18 After school Tutoring (continuing A/S): After school Tutoring, is being provided from supplemental for identified students within each class, including at-risk students, English Learners, Low- Income and Foster Youth students. Students will receive intensive support to address student learning needs from their own classroom teacher. School-wide is the most effective use of funds because high needs

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,949,616.00	\$382,735.00		\$78,000.00	\$7,410,351.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,858,397.00	\$2,551,954.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Academies Staff	\$410,825.00				\$410,825.00
1	2	All	1.2 Academies Facilities & Operations	\$691,184.00				\$691,184.00
1	3	All	1.3 Academies Contract Services	\$356,490.00				\$356,490.00
1	4	All	1.4 Service Fees	\$333,900.00				\$333,900.00
1	5	All	1.5 Recruitment & Marketing	\$11,000.00				\$11,000.00
1	6	All	1.6 Food Service	\$10,000.00				\$10,000.00
1	7	Students with Disabilities	1.7 SPED Contract Services	\$426,936.00				\$426,936.00
1	8	All	1.8 Academies Communication Tools	\$9,500.00				\$9,500.00
1	9	All	1.9 Professional Development and Coaching	\$81,000.00				\$81,000.00
2	1	All	2.1 Professional Development and Coaching					\$0.00
2	2	All	2.2 Conference and Workshop Expenses	\$22,764.00				\$22,764.00
2	3	All Students with Disabilities	2.3 Certificated Staff	\$3,010,463.00	\$280,735.00			\$3,291,198.00
2	4	All	2.4 Job Fairs and Recruitment	\$1,000.00				\$1,000.00
2	5	English Learners Foster Youth Low Income	2.5 Paraprofessionals and Instructional Aides	\$236,000.00	\$102,000.00			\$338,000.00
2	6	All	2.6 Residents & Induction Program	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	All	2.7 Core and Supplement Curriculum; Program/license Subscriptions	\$210,000.00				\$210,000.00
2	8	All	2.8 Support Personnel training/shadow time	\$2,500.00				\$2,500.00
2	9	All	2.9 Student Technology (devices)	\$160,000.00				\$160,000.00
2	10	English Learners	2.10 English Learner Services	\$37,000.00				\$37,000.00
2	11	All	2.11 Release time expenses for Professional Development	\$5,000.00				\$5,000.00
2	12	All	2.12 After School Student Support	\$7,300.00				\$7,300.00
2	13	All	2.13 Local Assessment Program/System	\$10,000.00				\$10,000.00
2	14	English Learners Foster Youth Low Income	2.14 Program Administrator	\$124,500.00				\$124,500.00
2	15	All	2.15 School Technology (Classroom, Teacher, Office & Campus)	\$50,000.00				\$50,000.00
2	16	English Learners Foster Youth Low Income	2.16 Intervention Staff				\$78,000.00	\$78,000.00
2	17	All	1.17 Instructional Material & Supplies	\$35,000.00				\$35,000.00
2	18	English Learners Foster Youth Low Income	2.18 After school Tutoring (Mondays)	\$333,219.00				\$333,219.00
3	1	All	3.1 Student Character Program	\$1,500.00				\$1,500.00
3	2	All	3.2 Office Staff Professional Development	\$2,000.00				\$2,000.00
3	3	All	3.3 Afterschool Enrichment Programs	\$22,700.00				\$22,700.00
3	4	All	3.4 College Bound (college of the week)	\$4,200.00				\$4,200.00
3	5	All	3.5 Counseling & Therapy					\$0.00
3	6	All	3.6 Middle School Success Classes	\$11,000.00				\$11,000.00
3	7	All	3.7 School Safety Equipment	\$2,500.00				\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	All	3.8 Parent Volunteer Appreciation/Staff Appreciation	\$3,000.00				\$3,000.00
3	9	All	3.9 Student Awards and Recognition	\$1,000.00				\$1,000.00
3	10	All	3.10 School check in system	\$500.00				\$500.00
3	11	All	3.11 Flexible Furniture	\$20,000.00				\$20,000.00
3	12	All	3.12 School Nurse					\$0.00
3	13	All	3.13 Student Incentives	\$1,900.00				\$1,900.00
3	14	All	3.14 Field Trips & Student Camps	\$20,000.00				\$20,000.00
3	15	All	3.15 Virtual Student management system	\$14,080.00				\$14,080.00
3	16	All	3.16 Classified Staff	\$231,155.00				\$231,155.00
3	17	All	Enrichment Programs	\$28,500.00				\$28,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$730,719.00	\$910,719.00
LEA-wide Total:	\$730,719.00	\$910,719.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	2.5 Paraprofessionals and Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,000.00	\$338,000.00
2	10	2.10 English Learner Services	LEA-wide	English Learners	All Schools	\$37,000.00	\$37,000.00
2	14	2.14 Program Administrator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,500.00	\$124,500.00
2	16	2.16 Intervention Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$78,000.00
2	18	2.18 After school Tutoring (Mondays)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$333,219.00	\$333,219.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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