LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Collegiate Academy - Enterprise Elementary School District

CDS Code: 45699710132175

School Year: 2021-22
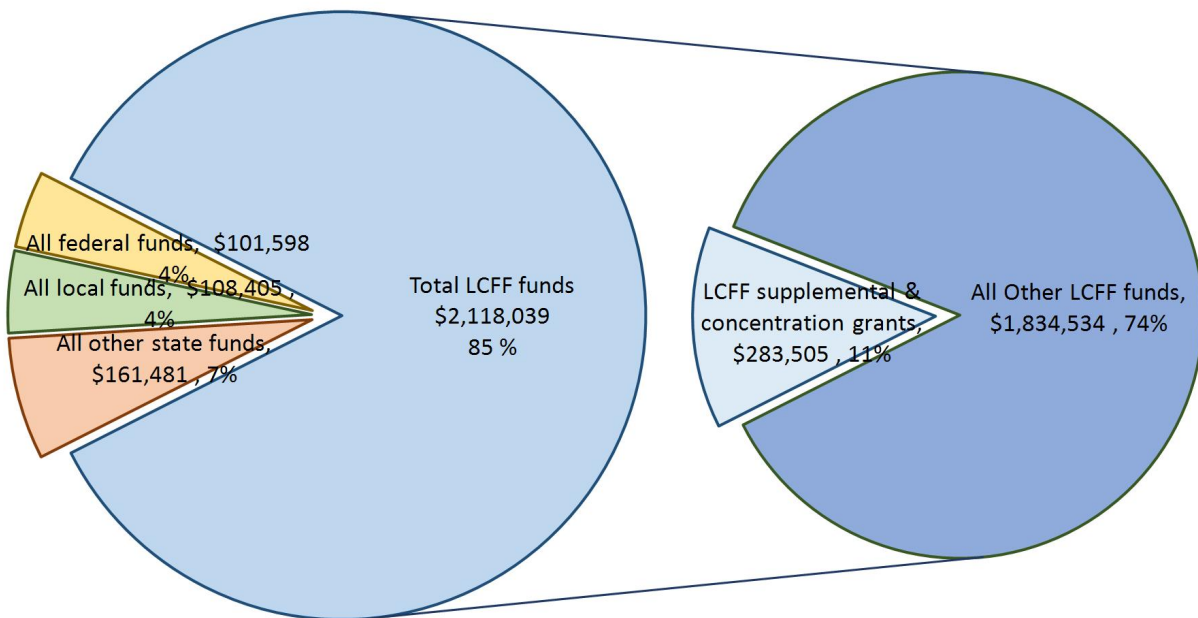
LEA contact information:

Heather Armelino

Superintendent

(530) 224-4100

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

All federal funds, $101,598 4%

All local funds, $108,405, 4%

All other state funds, $161,481, 7%

Total LCFF funds $2,118,039 85 %

LCFF supplemental & concentration grants, $283,505, 11%

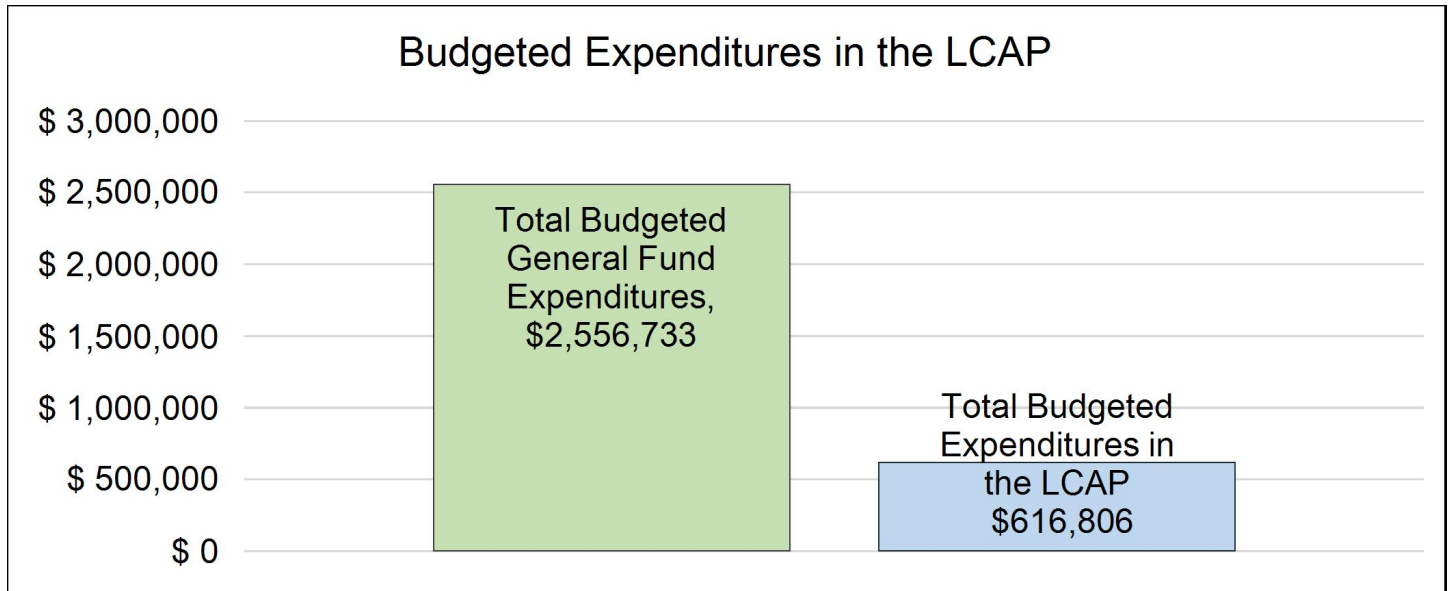All Other LCFF funds, $1,834,534, 74%

This chart shows the total general purpose revenue Redding Collegiate Academy - Enterprise Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Redding Collegiate Academy - Enterprise Elementary School District is $2,489,523, of which $2,118,039 is Local Control Funding Formula (LCFF), $161,481 is other state funds, $108,405 is local funds, and $101,598 is federal funds. Of the $2,118,039 in LCFF Funds, $283,505 is

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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,556,733

Total Budgeted Expenditures in the LCAP $616,806

This chart provides a quick summary of how much Redding Collegiate Academy - Enterprise Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.
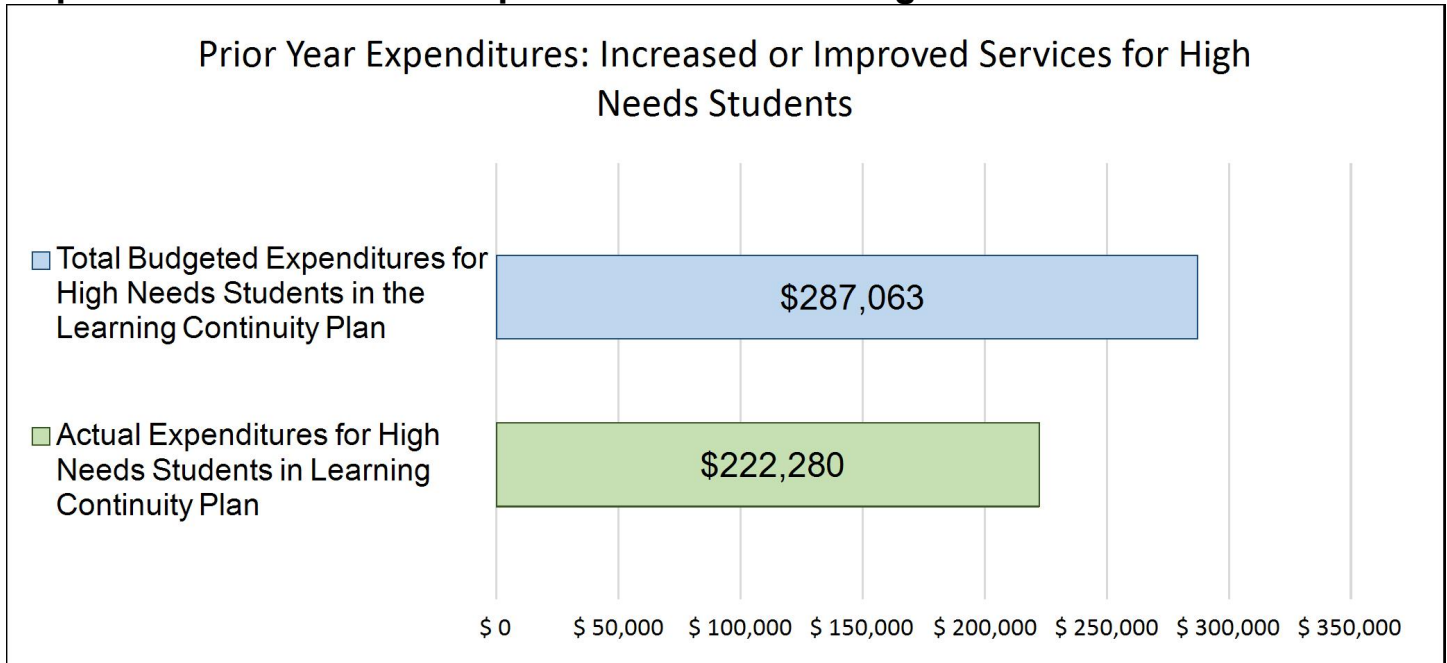
Redding Collegiate Academy - Enterprise Elementary School District plans to spend $2,556,733 for the 2021-22 school year. Of that amount, $616,806 is tied to actions/services in the LCAP and $1,939,927 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Redding Collegiate Academy - Enterprise Elementary School District is projecting it will receive $283,505 based on the enrollment of foster youth, English learner, and low-income students. Redding Collegiate Academy - Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Collegiate Academy - Enterprise Elementary School District plans to spend $498,237 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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$287,063**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$222,280**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Redding Collegiate Academy - Enterprise Elementary School District 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 Redding Collegiate Academy - Enterprise Elementary School District 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, Redding Collegiate Academy - Enterprise Elementary School District's Learning Continuity Plan budgeted $287,063 for planned actions to increase or improve services for high needs students. Redding Collegiate Academy - Enterprise Elementary School District actually spent $222,280 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
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

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).

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Redding Collegiate Academy - Enterprise Elementary School District

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Goal 1

1. All students will receive high quality instruction in order to ensure proficiency on current academic standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Data **19-20** Achieve a 5% increase in the percentage of students meeting grade-level standards or above in Language Arts and Math on CAASPP. **Baseline** In the Spring of 2016, 3rd-8th grade students meeting or exceeding standards was 19% in Language Arts and 11% in Math.	In 2019, 33% of students scored met/exceeding standard in ELA. This increase was over the 5% increase. This portion of the goal was met. In 2019, 12% of students scored met/exceeding standard in Math. This increase was not a 5% increase, therefore, this goal was not met.

Expected	Actual
Metric/Indicator Monthly Fit Reports, LCAP Surveys **19-20** Facilities will be well maintained by grounds, maintenance, and custodial staff as measured by monthly inspections, FIT reports, feedback and school surveys of parents, students and staff. (Priority 1) **Baseline** Monthly sites inspections and FIT reports will be evaluated to determine facilities and grounds are well maintained. School surveys will be used as an evaluation tool to determine how parents, students and staff feel about how well facilities and grounds are being maintained.	When parents were asked on the 2019-2020 Parent Survey if the school sites were well maintained over 96% of parents responded that school sites were well maintained. This goal was met.
Metric/Indicator Curriculum Audit **19-20** Student access to CCSS aligned curriculum (CPM Math, Everyday Math, Study Sync, Ready Reading and Writing, iREADY, Kim Sutton CC math kits...) Adopt History curriculum during 2018-2019 (Priority 2) **Baseline** K-8 students have access to CCSS aligned curriculum in Math and ELA. Students need access to new History and Science curriculum	All students have access to CCSS aligned curriculum for math and language arts (Ready Reading & Writing). Students have access to a variety of curriculum to support NGSS. RCA will continue to pilot Science and ELA materials and use a variety of supplemental materials that are CCSS aligned.
Metric/Indicator Staff Survey **19-20** Implementation of ELA/ELD standards and increased mastery of CCSS skills through collaboration, performance task scoring, curriculum committee, and lesson study, In 2020, 83.4% of staff reported they had sufficient training on curriculum and curriculum standards.	In 2020 100% of staff reported they had sufficient training on curriculum and curriculum standards.

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Expected	Actual
Baseline Staff has not received necessary training on the ELD standards. Survey will be created to measure the percent of staff trained in new ELD standards.	
Metric/Indicator AIMSweb Assessment **19-20** Increase the number of 1st - 5th-grade students meeting or exceeding grade level by 3% as measured by AIMSweb Reading Fluency assessments. Implement new Assessment System/Program: Educational Software for Guiding Instruction (ESGI). **Baseline** AIMSweb Reading Fluency 2017 data reflects the percent of students, by grade level, meeting or exceeding grade level standards: (Grade 1: 58%, Grade 2: 59%, Grade 3:60%, Grade 4: 56% , Grade 5: 62%)	The growth target for fluency was not met. Overall met/exceeded benchmark in fluency at the end of T2 in February 2020 was: Gr. 1 - 100%; Gr. 2 - 33%; Gr. 3 - 60%; Gr. 4 - 25%; Gr. 5 - 42% with an overall 41% for grades 1st-5th. In 2017 the overall rate was 59%. This goal was not met. ESGI was implemented for 2019-20 and professional development was provided for teachers.
19-20	
Metric/Indicator Credential Audit **19-20** Maintain that are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required. (Priority 1,4)	We maintained fully credentialed teachers in all of our classrooms.

Expected	Actual
Baseline 100% staff are fully credentialed in the subject areas in which they are teaching.	
19-20 **Baseline**	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will collaborate after school fourteen times a year for one hour giving time to teachers to learn instructional strategies necessary for mastery of California Standards. Provide additional opportunity for teachers to collaborate up to one hour per week, during the workday. Money to pay teachers to score California Standards performance tasks 3 times per year. Giving teachers the opportunity to collaborate on student learning. Teachers will be given the opportunity to review student assessment data three times during the school year. Teachers will review CAASPP data, iREADY data, and AIMSweb assessment data. Money to pay teachers to participate in Districtwide Curriculum Committee in order collaborate on CCSS curriculum implementation. Increase professional development to provide staff opportunity to participate in professional development on trauma-informed practices, Love and Logic training, and behavior management strategies for students. We will provide staff development for Classified staff to increase services to students. This may include professional development on trauma-informed practices and behavior management strategies for students (Love and Logic, Second Step, Flippen Group).	1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $52,500	1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $32,123
Maintain sufficient appropriately certificated teacher and admin workforce to deliver the educational program with courses that meet the	Continue support - Function 1, 2700, Object 1000,3000 ,	Continue support - Function 1, 2700, Object 1000,3000 ,

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Broad Course of Study requirements in Ed Code and is responsive to enrollment. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Ensure students are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required.	Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base $1,052,643	Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base $1,137,977
Continued support for District adopted California Standards aligned math textbooks. Reading and Writing Ready materials. Provide ongoing training for CPM and Everyday Math and StudySync for 6th-8th grade ELA program to meet the needs of 6th-8th grade students. District will implement history curriculum for K-5 grades. District will pilot history curriculum for 6-8 grades. District will pilot science curriculum. District will maintain current library staffing level. District will purchase additional library books/materials. District will maintain funding for library clerk staffing level. We will maintain library clerk time to support library specialist.	Textbooks purchased concurrent with EESD - consumables and science adoption. 4000-4999: Books And Supplies LCFF Base $0 Purchase of Edgenuity curriculum software 4000-4999: Books And Supplies LCFF Supplemental and Concentration $40,000	Textbooks purchased concurrent with EESD - consumables and science adoption. 4000-4999: Books And Supplies LCFF Base $0 Purchase of Edgenuity curriculum software 4000-4999: Books And Supplies LCFF Supplemental and Concentration $46,400
Facilities will be maintained by grounds, maintenance, and custodial staffing. Site inspections performed monthly, deficiencies reported for corrective action. Annual reporting of facility condition in SARC. School Surveys will be used to get parent, student and staff input on whether or not facilities are being well maintained.	Included in cost transfer for operational support from EESD - 5710 5700-5799: Transfers Of Direct Costs LCFF Base $0	Included in cost transfer for operational support from EESD - 5710 5700-5799: Transfers Of Direct Costs LCFF Base $0
Continue funding for LI, EL, FY students to access WES camp, based upon subgroup counts.	Continue funding for LI, EL, FY students to access WES camp, based upon subgroup counts. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $420	WES Camp was closed due to the COVID-19 pandemic. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
Continue instructional technology coaching by providing 2.5 certificated coaches to provide staff development and training for teachers and	Continue certificated coaching & benefits 1000-1999: Certificated	Continue certificated coaching & benefits 1000-1999: Certificated

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students. Focus is to use technology as a learning tool and to prepare our students for 21st century learning and mastery of California Standards. Maintain funding for technology curriculum purchases to support instruction. Purchase replacement technology assets. Maintain classified support staff to support technology assets.	Personnel Salaries LCFF Supplemental and Concentration $20,000 Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000 Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $3,200 Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration $69,676	Personnel Salaries LCFF Supplemental and Concentration $0 Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0 Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0 Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0
Continue with the current allocation of instructional aides supporting the prioritized subgroups EL, LI, FY.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $22,126	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0
Reduce READY! for Kindergarten parent education, focused on parents of children ages 0-5, three times per year so that our students enter kindergarten ready for success in school. Continue to purchase READY! for Kindergarten supplies.	No separate associate cost - made available to RCA parents by EESD.	No separate associate cost - made available to RCA parents by EESD.
EESD will continue monitoring the EL needs of the district. Provide services for our EL families which will allow for interpreting services, liaison services between home and school, training for EL aides. Maintain funding for direct services to EL students for intervention and tutoring, all designed to increase student achievement.	No separate associated cost. No separate associated cost.	No separate associated cost. No separate associated cost.

Goal Analysis

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

The action that was not implemented in 2019-20 was professional development in new science curriculum because staff did not reach consensus. Due to school closure in March 2020, not all funds were used for extra collaboration time, technology support, and aide costs. Additional expenditures for teachers and instructional materials were used to support students and staff.

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

RCA was demonstrating student growth ELA but not math
Due to the pandemic, there were challenges to continue with planned adoptions and professional development. The closure prevented us from holding summer learning in 2020.
Teacher collaboration continued and gained clarify by establishing clear goals and metrics for teachers to analyze weekly. There were challenges to holding collaboration and professional development virtually after school closure. We were unable to hold one of our staff development days, April 2020, due to school closure. Much of our focus in spring 2020 shifted to providing distance learning and support to students and staff, including distribution of devices and training in their use.
We did not administer either the CAASPP or ELPAC in spring 2020, so we had to rely on local data from the end of second trimester. Assessments were given virtually while students were at home at the end of the school year and included in their report card.

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Goal 2

Staff and students will have access to rigorous and relevant learning tools, resources, and professional development in order to ensure student learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Collaboration Attendance **19-20** Increase student achievement as measured by CAASPP by providing opportunity for teachers to collaborate 10 times per year for one hour after school. (Priority 1,2) **Baseline** Student achievement will be measured by CAASPP by providing opportunity for teachers to collaborate 10 times per year for one hour after school. (Priority 1,2)	Teachers collaborated 14 times during the school year for one hour after school. In the Spring of 2019, 3rd-8th grade students meeting or exceeding standards was 33% in Language Arts. In the Spring of 2019, 3rd-8th grade students meeting or exceeding standards was 12% in Math.
Metric/Indicator Student Survey Data **19-20** Maintain the percentage of students reporting a positive response on the school surveys in relationship to school safety and behavior.	Students were asked a variety of questions in relationship to safety on the annual school survey. Over 85% of students responded that their school was a safe place. This goal was met.

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Expected	Actual
Baseline Students will be asked a variety of questions in relationship to safety on the annual school survey. Questions about if they feel safe at school, if they would report unsafe behaviors to an adult and whether or not they feel staff and students demonstrate respect toward each other. There were a variety of questions asked around the area of school safety and student behavior. Overall, students responded very positive on the surveys. A large percent of students, over 85% in most cases, indicated that school was a safe place and students indicated that the staff demonstrates respect and genuine concern for student safety. At many schools over 85% of students responded that their school was a safe place.	
19-20 .	.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Collaboration, See Goal 1 Action 1	See Goal 1 Action 1.	See Goal 1 Action 1.
Site Literacy Coaches, See Goal 1 Action 6.	See Goal 1 Action 6.	See Goal 1 Action 6.
Continue to pay for three days of the master calendar to provide staff development focused on the needs of LI, FY, and EL students.	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $21,000	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $26,000
Teachers will continue to be trained in new ELA/ELD Content Standards. Increase support provided to EL students.	No separate associated cost	No separate associated cost
All teachers will have access, use, and more fully understand ELA/ELD Framework for the CCSS and use the Framework to meet the needs of EL students.	No separate associated cost	No separate associated cost

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will continue funding for staff development so teachers and classifieds staff will receive Professional Development in how to deal with students who are suffering from trauma or struggling with social, emotional and behavior issues.	No separate associated cost - will collaborate with EESD staff development.	No separate associated cost - will collaborate with EESD staff development.

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 of these actions were implemented with the associated funds.

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

The district implemented all of these actions and their success is evidenced by the growth of students from the beginning of the school year to the end of the second trimester in reading and math. Collaboration and professional development challenges include having to meet virtually rather than in person during the spring of 2020.

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Goal 3

All schools will cultivate a positive school culture and systems of supports for staff and student personal, social, emotional and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student to Teacher Ratio **19-20** Decrease student to teacher ratio in classes to increase service and opportunities for students and families. (Priority 5,6) **Baseline** Maintain small class size. .	This goal was met. RCA maintained the K-3 Grade Level Span Class size ratio
Metric/Indicator RCA P2 Attendance Data **19-20** Reduce chronic absenteeism rate, expulsion rate, and middle school dropout rate and increase attendance rate by .5% at each site. **Baseline**	On March 23, 2018 RCA's Attendance rate was 95.38%. On March 22, 2019 RCA's Attendance rate was 98.32%.We increased our attendance rate by 2.97%

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Expected	Actual
RCA attendance rate was 95.38%	
Metric/Indicator Club and Activity Offerings **19-20** Increase the number of students participating in our programs serving students with exceptional needs and high academic achievement by 2%. **Baseline** There is no baseline data.	Several clubs and activities were planned and students participated.
Metric/Indicator Fencing Project Completion Data **19-20** Maintain campus safety. **Baseline** RCA still needs fencing added to the campus.	All fencing projects were completed in 2019-20.
Metric/Indicator Capturing Kid's Hearts **19-20** Provide Capturing Kid's Heart Recharge training to certificated staff. Training will be verified by the number of certificated staff attending Capturing Kid's Heart Recharge. **Baseline** RCA s certificated staff needs to be trained in Capturing Kid's Heart.	Du to COVID-19, the CKH Recharge was postponed.
Metric/Indicator Parent Survey Data **19-20** Increase the percent of Parent Surveys completed by 5 percent District wide.	In 2021 RCA received 82 Parent Surveys back in compared to 23 in 2017. This goal was met.

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Expected	Actual
Baseline Increase the percent of Parent Surveys completed by 5 percent District wide.	
Metric/Indicator Club and Activity Offerings **19-20** Maintain the number of clubs/activities being offered for high achieving students. **Baseline** During the 2016-2017 school year 6 additional clubs/activities were offered for high achieving students.	The number of clubs/activities for high achieving students was maintained in 2019-20.
Baseline .	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire teachers at sites with higher class size, need for parent support, engagement, and connections in grades K-3. Consideration also given to LI, EL, and FY populations.	See Goal 1, Action 2.	See Goal 1, Action 2.
We will maintain counseling services to increase school connectedness and support students in their need to be safe and socially/emotionally secure at school. We will collect parent, student and staff surveys to determine how stakeholders are feeling about school safety and school connectedness.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $19,789	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $19,431
Each site will receive funding to maintain the additional club/activity focused on high-achieving students. We will collect parent, student and staff surveys to determine how stakeholders are feeling about how we are meeting the needs of high achieving students.	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $7,411 ,	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $7,018

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue the support to families provided by our community liaison consultant. Obtain via contract for services.	No separate associated cost - support provided under cost transfer from EESD - 5710 5700-5799: Transfers Of Direct Costs	No separate associated cost - support provided under cost transfer from EESD - 5710 5700-5799: Transfers Of Direct Costs
Train certificated staff in Capturing Kids' Heart Recharge	No separate cost - will collaborate with EESD staff development.	No separate cost - will collaborate with EESD staff development.
Provide funding to support contracted supplemental enrichment activities. These activities provide enrichment opportunities and/or instruction and exposure to learning opportunities in addition to the normal school curriculum.	Individual contracts with outside suppliers. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $86,000	Individual contracts with outside suppliers. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $11,000
Continue to partner with Redding Police Department to provide a full time SRO for the District.	No separate associated cost - support provided under cost transfer from EESD.	No separate associated cost - support provided under cost transfer from EESD.

Goal Analysis

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

Not all budgeted funds were used for enrichment activities due to school closure.

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

RCA maintained an appropriate student:teacher ratio for independent study and experienced high attendance rates. Counseling services were offered to students. The challenges due to the pandemic and school closure resulted in not being able to continue with enrichment activities. Parent surveys indicate high level of satisfaction with the RCA Program.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students at Redding Collegiate Academy (RCA) follow an Independent Study Program which includes personalized learning programs.The personalized learning programs include weekly to biweekly meetings with their teachers of record. During parent/teacher meetings, student work is evaluated and academic credit is applied. Student academic performance in grades TK-8 is determined by district approved assessment. In grades 9-12, academic credit is determined by evaluating student projects (via rubrics) and evaluating online and paper-based content specific assessments. Assessment results are used to help guide the development and adjustment of personalized learning plans. In addition, students receive both onsite and virtual academic support in their core academic subjects and elective content. The onsite supports include writing workshops, math tutoring, science labs, specialized support in Integrated Math 1 and 2 for high school students, art instruction, music instruction, archery, and Spanish instruction. The in-person or onsite instructional supports comply with the guidelines stated by the Public Health Department (adjusting for the number of students who can be present in an onsite instructional setting, based on our identified "phase"). As with all NCB schools, onsite attendance is not required. RCA currently provides a "Virtual Class/Workshop" schedule for all students grades TK-12. The Virtual Schedule provides students with the same academic support and access to content area specialists as present in the onsite program.	29,528	16,221	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After-school tutoring in small groups with teachers, specialists, and/or paraprofessionals that can be conducted in-person.	7,463	0	Yes
			Yes
			Yes
English Language Learners will have in-person opportunities to receive designated ELD in targeted, small groups - both during the instructional day and after school - conducted by teachers, specialists, and/or paraprofessionals. A district liaison is available for interpreting services and ELL parent support.	2,221	2,928	Yes
Class size reduction to increase spacing within classrooms has resulted in over-staffing by 2 teachers.	280,649	280,649	Yes
Health & Safety Measures & PPE to address COVID to improve services: When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. The District has also installed high efficiency filters to help remove airborne particles.	15,000	12,912	Yes

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

Expenditures for in-person learning were less than budgeted. This is largely due to not needing as many extra hours as anticipated for classified staff to provide supervision, small group support, and extra duties to allow for students to remain in cohorts.
For Health & Safety measures, RCA spent far less on PPE and cleaning supplies than expected.
RCA also spent far less than budgeted for after-school tutoring. This was due to a lack of staff who were willing to provide this service during this pandemic year.

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Analysis of In-Person Instructional Offerings

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

Due to the consistent implementation of recommended COVID-19 mitigation procedures and strategies (face masks, cohort grouping, social distancing where possible, sanitizer and hand washing, testing, etc.), RCA has been able to maintain a consistent in-person instructional program throughout the 2020-21 school year. Students at Redding Collegiate Academy (RCA) follow an Independent Study Program which includes personalized learning programs.The personalized learning programs include weekly to biweekly meetings with their teachers of record. During parent/teacher meetings, student work is evaluated and academic credit is applied. Student academic performance in grades TK-8 is determined by district approved assessment. In grades 9-12, academic credit is determined by evaluating student projects (via rubrics) and evaluating online and paper-based content specific assessments. Assessment results are used to help guide the development and adjustment of personalized learning plans. In addition, students receive both onsite and virtual academic support in their core academic subjects and elective content. The onsite supports include writing workshops, math tutoring, science labs, specialized support in Integrated Math 1 and 2 for high school students, art instruction, music instruction, archery, and Spanish instruction. The in-person or onsite instructional supports comply with the guidelines stated by the Public Health Department (adjusting for the number of students who can be present in an onsite instructional setting, based on our identified "phase"). As with all NCB schools, onsite attendance is not required. RCA currently provides a "Virtual Class/Workshop" schedule for all students grades TK-12. The Virtual Schedule provides students with the same academic support and access to content area specialists as present in the onsite program.

RCA faced some challenges with staff covering for one another when experiencing isolation or quarantine, without the availability of substitutes. The other challenge was experiencing an increase in enrollment without increased funding to meet the needs of additional students.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers and paraprofessionals in use of technology for effective instruction in distance learning.	25,122	35,180	Yes
ELD instruction and support (costs included in prior action).	0	0	Yes
Student Devices and Connectivity	105,140	42,200	Yes
Technology support of student devices and infrastructure.	31,295	43,324	Yes
			Yes
			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.

Expenditures for student devices and connectivity were lower than anticipated. The district was able to provide 1:1 devices and hot spots for families who needed it. We had far fewer families who needed a hot spot than originally anticipated and had access to low-cost devices as well. Many devices that were returned from the spring of 2020 were still in good working order and did not need to be replaced.

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.

Redding Collegiate Academy (RCA) has established a Non-Classroom-Based instructional program that is aligned to grade level essential standards and utilizes curriculum which has been approved by the Enterprise Elementary School District. RCA was able to continue with its normal operation without the need for Distance Learning. The curriculum offerings include both textbooks and digital learning options which cater to all families personalized learning needs. The high school curriculum is approved by the University of

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California Office of the President (UCOP) within the descriptions of our approved courses (both textbook-based and digital content). Digital content follows the National Standards for Quality Online Course (iNACOL).
Every student was loaned a district Chromebook to be able to fully participate in digital learning. Connectivity was provided via hot spots to all families in need.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Improve small group instruction and progress monitoring to address learning loss of vulnerable populations of ELL, LI, SWD, FY, and Homeless conducted by site literacy specialists and paraprofessionals. (Costs already included previously.)	0	0	Yes
Improve weekly Teacher Collaboration to analyze evidence of student learning, planning instruction to address essential learning and learning loss, identify social-emotional student needs, and strategize how to address student needs.	38,000	57,437	Yes
Improved & increased professional development will be offered during Buy Back Days and (hourly) outside of the school day on accelerated learning, effective instructional practices, effective use of technology, student data analysis, ELD strategies, implementation of curriculum, and Universal Design for Learning.	30,014	35,323	Yes
Increased and improved services will be provided through access to quality digital learning programs, platforms, diagnostic and formative assessment tools, and student data system to facilitate quality Distance Learning instruction and assessment of student progress. The decision was made to continue, despite budget cuts, expenses for i-Ready, Ready Toolkit, Raz Kids, Raz Kids ELD, Learning A-Z, Accelerated Reader, ESGI, Performance Matters, Pear Deck, and Keyboarding Without Tears. New program expenses for Distance Learning include MyOn, SeeSaw, Google Classroom, Google Meet, Zoom, Kami, ScreenCastify, Jamboard, Mystery Science, and Playposit.	19,908	24,523	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.

Some professional development expenditures were covered by Title II.

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.

RCA has seen some successes in our efforts to address the pupil learning loss that has occurred as a natural consequence of the COVID-19 pandemic. RCA was less affected by the pandemic due to the structure of the program as independent study. RCA experienced growth this year according to i-Ready with 59% of students at/above level in reading and 48% in math The increase in certificated/classified staff has helped to keep class sizes and student-to-staff ratios more manageable. With these smaller ratios, staff are able to conduct regular diagnostic assessments and use the formative data to monitor student learning and progress using tools such as i-Ready, STAR, BPST progress monitoring, and fluency. They are also able to implement changes to instructional planning and delivery to best meet the needs of learners. Increased support staff have helped with the implementation of the district's Multi-tiered System of Supports so students get the help that they need when they need it. In an effort to minimize removing students from the instruction being provided in the classroom, learning loss mitigation support has been provided the flexibility to be a push-in support model with the students receiving the support that they need in either 1-1 or small group settings in the classroom. As it relates to instructional planning, district staff have collaborated to work extensively to emphasize priority instruction and align curriculum resources with essential standards at each grade level/subject. Supplemental support services have also been provided through certificated staff providing in-person workshops and tutoring. The district has used established communication channels and direct parent outreach to inform families of the support opportunities available to students.
Our district staff have committed additional resources to do everything we can to minimize the impact of our current COVID reality on our students, with a concentrated effort on our socioeconomically disadvantaged and homeless students, our English language learners, and our students with exceptional needs.

Despite the success that the district has seen in our efforts to minimize the impact of the pandemic on student learning, there have been considerable challenges.. RCA must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY. Actions are needed in order to demonstrate comparable achievement to other school sites in the district. As the pandemic's impact has been felt disproportionately in the community, we are also seeing evidence that learning loss is more significant among our socioeconomically disadvantaged students and English Language learners. Many of the challenges that have resulted in the learning loss that the district is currently experiencing have been mentioned in our analysis of both in-person and distance learning instructional programs. Challenges like adequate staffing, motivation, disproportionate number of students with low grades, access to stable internet, and inconsistent parental support have resulted in an increase in learning loss for students in the district. For our first and second graders, the impact on foundational literacy has been most significant, given the loss of instructional minutes from the spring of 2020 with only 35.5% of first and second graders meeting benchmark on basic phonics skills. Out of necessity, our teachers have made considerable adjustments in their curriculum planning in order to adapt and meet students where they are at and it is becoming increasingly apparent that these curriculum adjustments will continue into the planning for the 2021-22 school year. Looking ahead, the district is in the process of allocating additional learning loss mitigation funding and working with staff to develop plans for a robust summer instructional program to meet the challenges of addressing learning loss and committing resources to do everything that we can to ensure that our students are prepared for academic success moving forward.

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We do not yet have ELPAC data to compare growth to the previous ELPAC given in 2019.

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 strain and stress of providing instruction during the COVID pandemic has caused the work of monitoring and supporting the mental health and social/emotional well-being of students and staff to become one of the district's top priorities. To respond to this need and do this work, the district has been forced to address several challenges. One challenge has been the need to provide professional development and learning opportunities for staff to build their capacity to support the SEL work. While the district had done some SEL work pre-COVID, it was not adequate to the level needed to meet current demands. The district used staff collaboration time to provide SEL training, specifically teaching staff CASEL's core competencies and the development of SEL-informed lesson planning that regularly included best practices from research-based resources like CASEL's Signature Practices Playbook and The Distance Learning Playbook. The district received support from outside expertise, including Heather Forbes from Beyond Consequences who provided a full day of staff development in trauma-sensitive practices. All new teachers were trained in Capturing Kids' Hearts to maintain keep these positive relationship principles in operation. In addition to the challenge of capacity, there has been the challenge of resources. Pre-COVID, the district had adopted and implemented the Second Step curriculum to address the social and emotional needs of our students. While valuable, the increased needs created by the pandemic required additional resources. To help with this, early in the pandemic our school counselor(s) in the district had the opportunity to connect with a county-wide collaborative. Facilitated by the Shasta County Office of Education, this collaborative provided a forum for counselors to meet on a monthly basis. Support for SEL work was a standing agenda item in each meeting. In addition, this spring the Shasta County of Education established a SEL Community of Practice opportunity for our district to participate in monthly meetings with other districts from across the county. This Community of Practice works in conjunction with other counties statewide to learn and build SEL capacity by collaborating around statewide best practices, exploring curriculum resources and modules, and sharing needs and challenges. Other actions that have been made implemented include sources include suicide prevention training for all staff and student surveys and "check-ins." Self-care strategies and resources have also been regularly shared and discussed in collaboration meetings in an effort to ensure that staff are intentional about maintaining their own mental health and social and emotional well-being throughout the prolonged pandemic.

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.

To address the engagement and outreach of students and families, the district has continued the work with our School Attendance Review Teams (SART) to implement the tiered reengagement strategies as outlined in the district's Learning Continuity and Attendance Plan. Attendance at RCA is tied to work completion, and teachers are in frequent communication with students and families to ensure they are on track as this is a requirement to remain enrolled in the program. There has been considerable effort invested by the district to refine and improve systems to better meet the support and reengagement needs of pupils and their families.

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Attendance reporting tools have been implemented and collaboration with county resources has led to the development of a Community Connect resource available to all schools in Shasta County. Our district has support in the analysis of relevant attendance data. Using this data, SART teams identify pupils and families and use more effective outreach efforts to connect families with community resources to remove barriers to regular school attendance. District attendance clerks have regular access to county collaboration to help make these connections. When the school is not able to make connections with families, they now have a multi-disciplinary team made of community agencies to help them to intensify the efforts to connect with families.
With anything new, establishing protocols and communicating the development of the new Community Connect resource and how the new system works is a challenge. The district has continued to work with other districts and county support services to calibrate the process for connecting district family needs with available services. As the 2020-21 school year progressed, the county-wide number of referrals to the Community Connect resource has steadily increased. One challenge that has recently emerged because of the increase in referrals is the ability to provide adequate staffing at the county support level. To accommodate for the needed increase in staffing, the county has partnered with other county resources and departments to secure additional funding for the remainder of the 2020-21 school year and to provide a sustainable model in the 2021-22 school year.

Analysis of School Nutrition

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

The response of the district staff to continue to safely provide nutritionally adequate meals for the 2020-21 school year has been nothing short of remarkable. The impact of the COVID restrictions and safety guidelines on their conventional meal program was a significant challenge to overcome. Program directors had to work with school staff to coordinate efforts and consider things like cohorting and lifting of restrictions on free and reduced meal participation. Like in the classroom, cafeteria service had to be redesigned to ensure compliance with Public Health safety guidelines. Safety with staff and student interaction and food service became a primary consideration and required extensive redesigning and modifying. Staffing amid COVID testing, quarantining, and close contact tracing was a consistent challenge that directors were forced to monitor closely. The schedule for meal delivery was complicated further as staff managed student populations in both in-person and distance learning environments. The changes in the free and reduced meal program complicated the need to continue to implement the free and reduced meal identification and application system as that demographic count is still an essential data point to be collected and reported accurately in the district's CALPADS system.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	A part-time counselor is assigned to RCA to support mental health and social emotional well-being of students. Services are in-person and/or virtual. This action improves services to students who have most negatively been affected by school closure, economic loss, and trauma.	19,721	20,224	Yes
Mental Health and Social and Emotional Well-Being	New teachers will receive a 2-day training in Capturing Kids' Hearts to support social-emotional well-being of students. This action improves services to our vulnerable students by ensuring a positive, safe learning environment that is consistent in all classrooms.	953	863	Yes
Mental Health and Social and Emotional Well-Being	Parent Ed on supporting social-emotional health of families to improve engagement and support services to our families.	662	0	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Increased services by supplementing teacher budgets to provide students with necessary supplies for learning at home.	6,000	6,255	Yes
N/A				No
Pupil Engagement and Outreach	Production of video messages to families to increase and improve communication regarding school operations and engagement with families and students.	569	587	Yes
Pupil Engagement and Outreach	Providing technology support and training to parents via in-person (during and after school hours), help center, help email, and website	4,561	0	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	resource page to improve student engagement and achievement.			

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.

)ne substantive difference between planned actions and expenditures was in the area of parent education. Given the constraints that limited schools from having any visitors on campus, providing support for parents was far more challenging. We did not hold a series of classes or other in-person family events. Parent meetings were held virtually. We did at times offer grocery gift cards to those who participated. Those funds will roll over to be used next year. Technology support and training for parents did not end up being an additional cost but was covered within existing staff hours. One of our planned actions is a Parent Academy (virtual) with Heather Forbes of Beyond Consequences and the Online Trauma-Informed Academy in 2021/22.

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 important takeaways from this school year is that we are committed to maintaining 1:1 ratio of devices for students and now feel confident in allowing students to take their devices back and forth from home to school. We also will continue professional development in the effective use of technology and continue with some of the instructional tools that were learned this past year. We are committed to upgrading teacher technology and digital tools as well as digital programs to support student learning. We have discovered that providing virtual professional development on a variety of topics has resulted in greater participation by staff in an after school setting. We will continue to make this a regular method of providing training.
We have also gained a greater understanding of the importance of the mental well-being of students and staff and have plans to reinforce our Tier 1 actions, including piloting a new, more robust SEL curriculum and further training in Capturing Kids' Hearts to develop teacher leaders. At the Tier 2 level, we've committed to increasing the number of counselors and behavior techs at school sites and engaging in ongoing professional development of developing trauma-sensitive schools through Heather Forbes' Online Trauma-Informed Academy. We will also be able to use this to provide support to parents as well. We will continue to refine our Building Level Team process to expedite access to interventions.

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

We will continue to improve early literacy instruction with targeted professional development and provide intervention with paraprofessional support (small groups during the day and/or after school). Additional professional development will be provided with a focus on reading, writing, and math. Diagnostic and formative assessments will be used to guide instruction and identify any missing prerequisite skills. Designated ELD will be identified in each school's schedule. New ELA curriculum will be implemented with ongoing training and support. and focus on the acceleration of learning by identifying essential standards and using formative assessments. Summer learning will be available to all students through tutoring services and learning materials to go home with every student over the summer.
Weekly collaboration will focus on evidence of learning, regular progress monitoring of goals, and specific actions to address struggling students.

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 substantive differences in terms of expenditures were largely due to hiring additional teachers We spent less on PPE and cleaning but had adequate resources. We spent less on actions like extended day learning supports due to lack of staffing.

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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.

Student outcomes declined in 2020/21 compared to 2019/20.   In the absence of statewide metrics for 2019-10, the '21-'24 LCAP will incorporate local measures. Professional development will be targeted to addressing unfinished learning in order to accelerate learning and regain lost ground as quickly as possible. Early literacy will remain a priority, supported through professional development and collaboration.   New ELA curriculum will be implemented in 2021/22 and ongoing training and support provided to teachers to address CCSS in all content areas. A focus on essential learning standards will continue with formative assessments used to identify students who need additional support. These students will be targeted in summer learning, intervention supports and extended learning opportunities. Student well-being and social-emotional learning will continue to be an integral part of supporting student growth and better outcomes through counseling support, SEL curriculum, and ongoing professional development in trauma-informed practices and prevention strategies. Students' health will be supported through PE, nutrition education, anti-tobacco education, and adequate access to health services at school.

The effective use of technology will continue to be implemented in order to increase communication, collaboration, and critical thinking to prepare students for College & Career. The district remains committed to 1:1 devices and connectivity. Student engagement will be increased through quality instruction, mentor supports, well-rounded educational opportunities (i.e., Art, Music, PE), and multiple opportunities to participate in extracurricular activities.

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.

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- 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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

- 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

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- 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	1,396,765.00	1,279,949.00
	0.00	0.00
LCFF Base	1,052,643.00	1,137,977.00
LCFF Supplemental and Concentration	344,122.00	141,972.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,396,765.00	1,279,949.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,153,554.00	1,203,118.00
2000-2999: Classified Personnel Salaries	45,115.00	19,431.00
4000-4999: Books And Supplies	111,676.00	46,400.00
5000-5999: Services And Other Operating Expenditures	86,420.00	11,000.00
5700-5799: Transfers Of Direct Costs	0.00	0.00

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

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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	1,396,765.00	1,279,949.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,052,643.00	1,137,977.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	100,911.00	65,141.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	45,115.00	19,431.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	111,676.00	46,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	86,420.00	11,000.00
5700-5799: Transfers Of Direct Costs	LCFF Base	0.00	0.00
		442,000.00	544,494.00
		442,000.00	544,494.00
		0.00	0.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,262,565.00	1,216,500.00
Goal 2	21,000.00	26,000.00
Goal 3	113,200.00	37,449.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$334,861.00	$312,710.00
Distance Learning Program	$161,557.00	$120,704.00
Pupil Learning Loss	$87,922.00	$117,283.00
Additional Actions and Plan Requirements	$32,466.00	$27,929.00
All Expenditures in Learning Continuity and Attendance Plan	$616,806.00	$578,626.00

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		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$334,861.00	$312,710.00
Distance Learning Program	$161,557.00	$120,704.00
Pupil Learning Loss	$87,922.00	$117,283.00
Additional Actions and Plan Requirements	$32,466.00	$27,929.00
All Expenditures in Learning Continuity and Attendance Plan	$616,806.00	$578,626.00

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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
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2021-22]

General Information

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

Redding Collegiate Academy is a K-12 Independent Study charter school that currently serves 255 students in TK-12.
RCA provides a great way for families to experience a flexible academic program with high standards.
Parents join our school for a variety of reasons:
The opportunity to move through the curriculum at a personalized pace
The freedom to customize their learning experience
The opportunity to work with a knowledgeable staff who have a great track record of building positive relationships with families and their children
To accommodate frequent travel or residing far from a public school
If a child is managing an illness and cannot attend a public school on a regular basis
To accommodate a preference for a smaller school environment or desire to have a break from the social challenges of a regular public school environment
To provide additional educational experiences not offered in public schools

To build relationships with other homeschool families and experience the opportunity to collaborate and support each other.
RCA: Challenging students to become the innovators and explorers of tomorrow!

Reflections: Successes

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

According to the 2019 CA School Dashboard, there were no student groups in the "red" for ELA , Suspensions, or Chronic absenteeism.
RCA has maintained and was considered in the "blue" for Suspensions for all student groups.
Foster Youth are showing improvement in ELA, Math, Suspension Rates, and Chronic absenteeism.

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.

The following state indicators contain student groups that are identified in the "red" or "orange" category on the LCFF Evaluation Rubric (California School Dashboard) for 2019:
English Language Arts- All students, White, and Socioeconomically Disadvantaged.
Math- All students, White, and Socioeconomically Disadvantaged (red).

Although there is not Dashboard data from 2018 to compare to, RCA's ELA scores in 2019 declined by 10.8 points to 33.9 points below standard, trailing the state at 2.5 points below standard. Likewise, RCA's Math scores were 85.9 points below standard (with socioeconomically disadvantaged students in the red), behind the state's 33.5 point below standard.

RCA will continue to focus on all students making academic progress. We will pay close attention to the student groups that did not make significant academic growth, or declined. We plan on continuing to develop a more robust MTSS system to help track student academic growth as well as increasing supplemental assistance by certificated and classified staff to meet the needs of our students. RCA will implement a newly adopted ELA curriculum for grades K-5, which will include ELD and new intervention materials and professional development.

LCAP Highlights

Everything we do should support our EESD District mission to empower every child, every day to create a better world. Our focus is to improve student learning. We want to improve services to all of our students and their families. It is critical we better serve low income students, EL students, students in Foster Care, and homeless students. Improving the quality of education for students provides them with more opportunities to be successful. Our aim is to see every student graduate from 12th grade with the necessary tools to be able to attend college and with confidence that they can, and will, extend their education and/or attend college.

Throughout the LCAP there is a focus on improving student outcomes through highly effective teaching, increased student engagement, integration of technology as a learning tool, and a robust system of supports that is responsive to students' academic, social-emotional and behavioral needs. This will be accomplished through careful consideration of stakeholder input, hiring and retaining quality staff, leveraging resources to align with identified needs, and providing ongoing professional development to improve teaching, learning, and student well-being.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

The district engaged in multiple avenues to engage stakeholders and gather input. RCA's School Site Council acted as a Parent Advisory Group and provided input on school programs. Staff, student, and family survey results were also used as an opportunity to provide feedback that was then used to help identify needs, goals, and actions. The district met with both bargaining units on April 13, 2021 so that they could share on behalf of their groups what they believed was of most importance in developing our plan. DELAC representatives from every school met on 8/27/20 and 4/22/21 and were involved in conducting a needs assessment and sharing ideas for how to increase or improve services. Administrators were consulted and discussed LCAP actions at Administrative Council meetings on 2/24/21, 3/17/21, and 4/14/21. Finally, a public stakeholder input meeting was held on 4/22/21 to discuss various actions to increase or improve services.

A summary of the feedback provided by specific stakeholder groups.

A common theme that surfaced with both staff and families was the need for counselors to address the mental health needs of students. Also of noted importance was a desire to increase classroom aides and site literacy teachers to support academic progress, as well as provide tutoring. Staff have expressed a need for ongoing professional development in how to meet the needs of students of trauma, differentiated instruction, and supporting EL students' academic language. Several stakeholder groups shared a desire for multiple opportunities for students to engage in extracurricular activities and to have safe, inviting playground and PE equipment. Many parents expressed a desire for Art and Music opportunities for their students. Staff members indicated that the district needed to have a full-time School Resource Officer to respond to the level of need within the student body. Union representatives shared a desire for upgraded ventilation in classrooms and on buses. EL families shared that they would like to continue with tutoring services and the parent liaison. Some items specific to RCA were related to a need for outdoor equipment to promote physical fitness, a greater need for supplemental materials and curriculum in order to meet individual needs of students, a need for additional aide support for small group tutoring, increased needs for a registrar to ensure students in high school are enrolled in appropriate courses, and the development of a CTE sequence.

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

Stakeholder input influenced several aspects of this LCAP. Significant resources have been allocated toward supporting student well-being through the addition of staffing (i.e., counselors, behavior techs), materials (SEL curriculum), and ongoing professional development at Tier 1 (i.e., Capturing Kids' Hearts) and Tier 2 levels, including the Trauma-Informed Academy through Beyond Consequences. Specific teams will be trained and utilized to address students who are most at-risk, including SART, Hope, BLT, and Leadership teams.
Input regarding student engagement has led to leveraging resources to upgrade campus playgrounds, maintaining a wide variety of sports, clubs, and activities, and increasing messaging and incentives for good attendance.
The district will maintain its commitment to school safety. Stakeholder input resulted LCAP actions such as reinstating a full-time SRO, upgrading classroom ventilation..
Stakeholder input regarding academic achievement had a direct impact on reinstating student supports such as instructional coaches and classroom aides. Ongoing professional development will target implementation of CCSS in all content areas, high-leverage teaching strategies, and supports learner needs such as LI, EL, FY. A commitment to weekly teacher collaboration will continue with efforts toward

continuous improvement. A process that is data-driven and focuses on improving teaching and learning will be followed with teachers providing concrete action steps toward a goal that is mutually agreed upon by grade level/department and uses a consistent metric to measure progress.

Newly adopted ELA/ELD curriculum will be implemented beginning in 2021/22 and each school/grade level will identify Designated ELD instruction in their classroom schedules. EL families will continue to receive support via the EL Family Services Coordinator. Funding was prioritized for developing a CTE pathway, increasing registrar time for high school students, significant increases toward supplemental curriculum and digital learning tools, and outdoor fitness equipment (increases access for students who do not attend traditional PE classes at school).

Goals and Actions

Goal

Goal #	Description
1	All students will receive high quality instruction in order to progress toward meeting/exceeding academic standards.

An explanation of why the LEA has developed this goal.

In 2019, only 33% of students met/exceeded standards in ELA and 12% in math according to CAASPP. As a result, more student supports were put in place, including in person workshops and tutoring. Collaboration was focused on improving writing in particular. RCA experienced growth this year according to i-Ready with 59% of students at/above level in reading and 48% in math. RCA must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY. Actions are needed in order to demonstrate comparable achievement to other school sites in the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	In 2019, 33% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 12% in Math. ELA: 3rd: Not enough students to disseminate data, 4th: 42%, 5th: 45%, 6th: 18%, 7th: 42%, 8th: 26%, 11th: Not enough students to disseminate data				50% or more of students will meet/exceed standards in ELA and at least 25% in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 3rd: Not enough students to disseminate data, 4th: 8%, 5th: 36%, 6th: 18%, 7th: 8%, 8th: 4%, 11th: Not enough students to disseminate data				
Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Pupil Achievement (Priority 4)	Not enough students to establish a baseline.				At least 50% of students will be making progress toward English language proficiency as measured by ELPAC.
EL Reclassification Rate Pupil Achievement (Priority 4)	Not enough students to establish a baseline.				At least 15% of EL students will be reclassified as English proficient.
Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.				100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
Early Literacy/BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2021 T2 Basic Phonics Skills Test (BPST) data reflects the percent of				By T2 of 2024, at least 50% of students in 1st & 2nd grade will meet grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students meeting grade level standard: 1st: 38% 2nd: 33%				benchmarks as measured by the BPST.
Reading: i-Ready 2nd-8th Pupil Achievement (Priority 4)	In T2 2021 59% of students scored at or above grade level in reading. 2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 50%, 3rd: 7%, 4th: 63%, 5th: 63%, 6th: 69%, 7th: 38%, 8th: 67%.				By T2 of 2024, at least 65% of students will score at or above grade level in Reading as measured by i-Ready Diagnostic.
Math: i-Ready 2nd-8th Pupil Achievement (Priority 4)	In T2 2021 43% of students scored at or above grade level in math. 2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 44%, 3rd: 67%, 4th: 43%, 5th:				By T2 of 2024, at least 50% of students will score at or above grade level in Math as measured by i-Ready Diagnostic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	44%, 6th: 56%, 7th: 30%, 8th: 33%				
Implementation of State Standards: Conditions of Learning (Priority 2)	The implementation of state board adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency				The implementation of state board adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.				Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.
Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the				All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.				programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.
iReady Reading (9th-12th grades) Pupil Achievement (Priority 4)	In T2 2021, 40% of high school students scored at or above grade level in reading. 2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 9th: 52%, 10th: 26%, 11th: 42%, 12th: 33%				By T2 of 2024, at least 50% of high school students will score at or above grade level in Reading as measured by i-Ready Diagnostic.
iReady Math (9th-12th grades) Pupil Achievement (Priority 4)	In T2 2021, 22% of high school students scored at or above grade level in math. 2021 T2 iReady assessment data reflecting the percent				By T2 of 2024, at least 45% of high school students will score at or above grade level in Math as measured by i-Ready Diagnostic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of students scoring at or above grade level standard: Math: 9th: 35%, 10th: 23%, 11th: 15%, 12th: 7%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Collaboration	Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching & learning and use of student data or evidence of learning. Performance Task Calibration & Scoring - teachers will be provided an option of release time or paid time after school for the purpose of collaboratively scoring trimester performance tasks. Each trimester, Teachers will be given the opportunity to review student assessment data as a grade level (or department) team with release time in order to determine intervention needs. Teachers will have the opportunity to increase effective instructional practices by participating in lesson study or peer observations (release time).	$38,000.00	Yes
2				
3	Professional Development:	Provide professional development via 3 staff development days, release days, summer days (up to 5 days planning priority instruction and 15 hours of approved courses), coaching, and after school	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Implementation of State Standards	opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL. K-3 teachers will have opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE). New Teachers will participate in the district's 2-year Research to Action plan (specific professional development designed for teachers new to the district)		
4	Class Size Reduction	RCA will maintain an extra teacher to allow for smaller class size.	$100,000.00	Yes
5	Extended Day Learning	Extended day learning will be available for students before/after school 3-4 days a week and provided by certificated or classified staff. Funded by ELO for 2021/22 and LCFF for 2022-2024		Yes
6	Effective use of Technology	Instructional technology coaching to provide staff development and training for teachers and students to enhance learning and prepare students for 21st century learning and mastery of California Standards and continued implementation of Google Suite for Education. Future Classroom Committee Purchase replacement technology infrastructure/tools/equipment. Access to classified and certificated support staff to support technology assets. Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed.	$33,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Supplemental Academic Supports	Aide support (2 positions) and supplementary materials to provide small group, targeted instruction to underperforming students (LI, ELL, FY). (14,854) Digital Curriculum such as, Moby Max, Generation Genius, Edgenuity, Mystery Science Lab Kits, Ready Toolbox (50,000) Elevate Science (50,000)	$114,854.00	Yes
8	ELL Support	Access to district interpreter services and family liaison support to promote ELL progress. Additional tutoring groups will be offered (during school day or after school). Classroom schedules will indicate designated ELD instruction.		Yes
9	Special Education Support	At least once a year and whenever updated, district Special Education personnel will meet with general education personnel to inform them of student goals/services, accommodations and modifications in their IEP. Special Education specific professional development will occur at least 3x a year. Professional Development for general ed teachers on inclusion and support of SWD (UDL) provided at least once a year.		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	RCA will promote and increase student, family, and community engagement.

An explanation of why the LEA has developed this goal.
During 2020-21, chronic absence rate decreased from 15.2% to 3%. Although the pandemic resulted in challenges such as Distance Learning, quarantine and isolation, the district needs to be proactive as conditions return to normal so that students resume high levels of attendance. Parents will also be offered classes to build capacity in dealing with challenging behaviors at home. Currently we have only 82 parents responding to the annual family survey and need to find better ways to engage families with the school community. Elected parent representatives serve on each School's Site Council which acts as the Parent Advisory Council, and the district will continue inviting parent participating in this governing body. Survey data indicated a desire for students to continue have multiple opportunities to participate in activities, clubs, sports, GATE, and other well-rounded educational opportunities, such as Art and Music.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate Pupil Engagement (Priority 5)	As of February 21, 2020 (P2), Chronic Absenteeism was at 15.2%. As of March 15, 2021 (P2), Chronic Absenteeism was at 3%.				The Chronic Absenteeism rate will be below 8%.
Suspension Rate School Climate (Priority 6)	According to the 2019 CA Dashboard, the overall suspension rate was 0%. As of February 21, 2020 (P2), the district				Maintain 1% or less suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspension rate of unduplicated students was at 0%.				
Parent Participation in Advisory Committees Parent Involvement (Priority 3)	3 parents participate in School Site Councils (PAC) to provide input on school operations.				3 or more parents will participate in School Site Councils (PAC) to provide input on school operations.
Student Survey Data Pupil Engagement (Priority 5)	In 2021, 93% of students answered "yes" or "most of the time" to the question, "I am happy at this school."				Maintain an average of 90% or more of positive responses on student survey question, "I am happy at this school."
Pupil outcomes in subject areas described in 51210 and 51220 (a)-(i), including Social Studies, PE, Art, Health, Music) Other Pupil Outcomes (Priority 8)	In 2019-20, all students have access to well-rounded educational opportunities as indicated in class schedules.				By 2023-24, all students have access to well-rounded educational opportunities as indicated in class schedules.
Parent Survey Participation Parent Involvement (Priority 3)	In 2021, 82 parents responded to their school's survey.				By 2024, at least 90 parents/families will respond to the school survey.
Students with Disabilities Suspension Rate	According to the CA Dashboard in 2019, the suspension rate				By 2024, the suspension rate for students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate (Priority 6)	for students with disabilities was 0%.				disabilities will maintain 1% or less.
School Attendance Rate Pupil Engagement (Priority 5)	In March 2021, overall attendance rate was 96.88% By comparison, overall attendance rate in March 2020 was 97.68%				By March 2024, overall attendance rate will be 95% or greater.

Actions

Action #	Title	Description	Total Funds	Contributing
2	Promoting Parent Involvement	Communication with parents will be provided by, but not limited to, the following: School Messenger, Remind, Class Dojo, Newsletters, district/school website. RCA will offer Family events to welcome parents to the school (1000) RCA families have access to district sponsored Parent Ed Classes, such as Love & Logic or Beyond Consequences. The district will provide staff development on parent involvement (cost included elsewhere). Annual Surveys will be given to gather parent input, as well as general stakeholder input meetings and Site Councils.	$1,000.00	Yes
3	Sports, Clubs, Activities to promote pupil engagement	RCA will offer multiple opportunities for students to participate in clubs and activities, including: Student activities clubs (7,541) Outdoor Circuit Training Equipment ($50,000) Supplemental Enrichment (17,000) WES Camp funding (2,041)	$76,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Programs and services for individuals with exceptional needs	Special ed staff will be provided training in the development, implementation, and revision of effective Behavior Intervention Plans. Special ed staff will be provided professional development on de-escalation strategies, supporting positive behavior, Site administrators will receive training in de-escalation and safe restraint procedures, such as ProAct, and ongoing professional development on alternatives to suspension.		No
5				
6	FY/Homeless Students	RCA will utilize the District Foster Youth Liaison will regularly participate in Shasta County Office of Ed meetings/training and coordinate on-site support for homeless students or foster youth. This includes transportation costs for homeless students.		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	RCA will promote a safe learning environment that includes well-maintained facilities and systems of supports for student/staff and social-emotional growth and well-being.

An explanation of why the LEA has developed this goal.

School safety continues to be of paramount importance. The effects of the pandemic have led to an increased need for social emotional supports as evidenced by survey responses, increased counseling referrals and threat assessments, and an increase in expulsions. As a result, the district has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that stakeholder input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for counseling support, professional development, health services, SRO, facility upgrades, etc.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: School Climate (Priority 6)	In 2021, 97% of students reported that "my school helps me know what to do in an emergency."				90% or more of students will report that "my school helps me know what to do in an emergency."
School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)				0 Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)
Expulsion Data School Climate: Engagement (Priority 6)	RCA had 0 expulsions in 2020-21.				RCA will have 0 expulsions in 2023-24.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional & Behavioral Supports	RCA will maintain counseling services in order to support the mental health and well-being of students. To support the implementation of an effective school counseling program, district counselors will participate in the monthly School Counselor Collaborative provided by the Shasta County Office of Education and monthly district meetings. Counselors will utilize intervention curriculum/materials (i.e., Zones) for addressing social skills or other self-management skills, and help develop support resources such as classroom calm corners and/or sensory rooms/wellness centers. Anti-bullying education, including cyberbullying.		Yes
4				
5	Professional Development: School Climate	Provide ongoing staff training in Capturing Kids' Hearts, Trauma-Informed Practices, classroom behavior management, school culture, Restorative Justice, PBIS, SEL curriculum, and/or Hope Teams. All RCA staff will have access to annual training with the understanding of assessing and supporting individuals with suicidal ideation and the non-clinical assessment of suicide. School counselors will receive training in use of threat assessments and student safety plans.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	School Resource Officer	RCA will have access to the district's School Resource Office for assistance with student wellness checks and overall school safety, positive connections with students & families, and support with disciplinary incidents that pose a threat to school or student safety.		Yes
10	COVID Protocols	District personnel will continue to implement COVID-related safety protocols in accordance with the California Department of Public Health's Guidance for Schools. Includes funds for testing, cleaning, PPE, and vaccine initiatives for staff.		No
11				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	RCA will implement strategies and activities to increase awareness and preparedness for College & Career.

An explanation of why the LEA has developed this goal.

RCA has been building a high school program over the last few years and now has over 100 students enrolled in grade 9-12. This has resulted in an increased need for a registrar to ensure appropriate course enrollment and transcripts. Currently, RCA does not have a CTE pathway and needs to develop one. They also have not had any students participate in AP exams or college preparation exams. The percentage of students who have successfully completed A-G courses is also very low at 4%. RCA needs to focus on preparing its high school students for UC/CSU entrance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate Pupil Engagement (Priority 5)	RCA's graduation rate was 90% for 2019-20.				By 2023-24, RCA's graduation will 95% or greater.
A-G Courses	4% of pupils have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University				10% of pupils will successfully complete courses that satisfy the requirements for entrance to the University of California and the California State University
High School Dropout rate Pupil Engagement (Priority 5)	1 student (10th grade) dropped out in 2020-21. This represents				By 2023-24, RCA's graduation will 1% or less or high school enrollment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1% of the total high school enrollment.				
Middle School dropout Rate	No middle school students have dropped out of school.				By 2023-24, no middle school students will drop out of school.
College Preparedness Assessments	No pupils have yet participated in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness				10% of pupils will participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness
Advanced Placement Exams	No pupils have passed an advanced placement examination with a score of 3 or higher.				10% of pupils will pass an advanced placement examination with a score of 3 or higher.
CTE Course Completion	No pupils who successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.				10% or more of pupils will successfully complete courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RCA is developing a CTE sequence.				
CTE Sequence and UC/CSU Requirements	No pupils have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences. RCA is developing a CTE sequence.				5% or more of pupils will successfully complete both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Pathways	RCA will develop a Career Tech Ed sequence aligned with state board-approved standards and frameworks.	$50,000.00	Yes
2	Registrar	RCA will increase registrar services to support increased completion of A-G and CTE courses.	$20,000.00	Yes
3	College Prep Exams	RCA will implement activities to encourage students to take college preparedness and AP exams to increase college and career readiness.		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
5	

An explanation of why the LEA has developed this goal.

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

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
20.70%	485,709

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.

Improving Teacher Collaboration: LI students experience lower levels of academic achievement (red) than average (orange) in math. Teachers need regular opportunities to focus on effective teaching strategies to address the needs of lower-achieving students to reduce the achievement gap. Collaboration time is focused on that purpose. Research (John Hattie) indicates that collective teacher efficacy has a high effect size on student learning. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

Improving & Increasing Professional Development - Implementation of State Standards: FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. Staff development days, release days, summer days, coaching, and after school opportunities are all designed to build capacity in effectively addressing needs of underachieving students, including integrated/designated ELD, academic language development (low income students come to school with fewer vocabulary words and less formal language structure), and Universal Design for Learning to increase equity.

K-3 teachers will have the opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE) that relies on research-based science of reading to ensure that our under-resourced students receive high-quality reading instruction to meet benchmarks. After a year of interrupted learning, primary students have shown the most significant declines in early reading skills, but all students have been impacted. Continued learning with regard to essential standards, accelerating learning, and addressing prerequisite skills is needed.

Reading scores went from 43% of students at/above grade level 44% (Feb '20) to 50% (Feb '21) and from 29% to 33% in Math, as measured by i-Ready Diagnostic. In Trimester 2 i-Ready Reading (grades 2-8) 46% of LI were at/above grade level, compared to 50% overall. In i-Ready Math, 28% of LI were at/above grade level, compared to 33% overall (subgroups included in the overall average for reading and math). As the pandemic's impact has been felt disproportionately in the community, we are also seeing evidence that learning loss is more significant among our socioeconomically disadvantaged students and English Language learners. For our first and second graders, the impact on foundational literacy and math has been most significant, given the loss of instructional minutes from the spring of

2020. We are seeing a decreased number of our primary grade students meeting reading benchmarks.   We expect these actions to enable teachers to better address the academic needs of EL, LI, and FY which will result in improved outcomes.

Increasing Class Size Reduction: FY, EL, and LI students have greater academic and social-emotional needs. Therefore, reducing class sizes allows for greater teacher-student attention. These student groups are of primary consideration, although other student groups will benefit as well. In Trimester 2 i-Ready Reading (grades 2-8) 46% of LI were at/above grade level, compared to 50% overall. In i-Ready Math, 28% of LI were at/above grade level, compared to 33% overall (subgroups included in the overall average for reading and math). Based on these actions we expect teachers to better address the needs of EL, LI, and FY which will result in improved outcomes.

Improving use of Technology: FY, EL, and LI students have less access to technology at home and therefore, it is important that district schools provide access to devices and connectivity as well as develop students' skills in technology use as a learning tool as part of College/Career Readiness. In addition, many of the digital programs allow for more individualized practice based on student skill level and allow for access to reading materials that match student skill level. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Supplemental Academic Supports: FY, EL, and LI students make up the majority of students in need of intervention to address learning gaps.In Trimester 2 i-Ready Reading (grades 2-8) 46% of LI were at/above grade level, compared to 50% overall. In i-Ready Math, 28% of LI were at/above grade level, compared to 33% overall (subgroups included in the overall average for reading and math). Aide support and supplementary materials are needed to provide small group, targeted instruction to underperforming students, specifically LI, ELL, FY students who are consistently underperforming. Progress monitoring of intervention groups provides feedback as to whether an intervention is effective. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

Increasing Parent Involvement: FY, EL, and LI students' families are less involved at school, as evidenced by survey participation (about 15% of parents respond) and attendance at parent events.
Communication with parents has been modified to attempt to align with parent preference and will be provided by, but not limited to, the following: School Messenger, Remind, Class Dojo, Newsletters, district/school website, Attendance Messaging. Staff also demonstrate a need for progressional development on how to partner with parents of FY, EL, and LI students. We expect these actions to increase student engagement and attendance for EL, LI, and FY.

Increasing Sports & Clubs/Activities to promote pupil engagement: These opportunities are linked to improved attendance and academic achievement RCA will maintain multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs (i.e., Art, WES Camp, Archery).
Because 70% of students are low-income, they would have limited opportunities to participate in activities of this nature. Outdoor fitness equipment onsite is another example of providing opportunities for students to engage in physical activity to promote health and fitness since they do not attend traditional PE classes.   We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance and increased academic achievement.

Increasing & Improving Social-Emotional & Behavioral Supports: FY, EL, and LI students were considered first due to the higher percentage who have greater social-emotional needs and ACE scores. They often do not access support outside of school (based on counseling referrals). Even though FY have outside services, they often require a high degree of support during the school day as well. These needs

have resulted in an increase of counseling support and interventions available at each school site, primarily for these student groups, although other students may benefit as well. FY, EL, and LI students are given priority for receiving these supports at school. We expect these actions to lead to increased student well-being for FY, EL, and LI students which will result in increased attendance and academic achievement.

Increasing Professional Development - School Climate: FY, EL, and LI students are considered first with Tier 1 prevention strategies. These students are over represented in chronic absence, academic deficits, counseling referrals, andACEs. Intentionally training staff in how to support social-emotional skills, respond to students of trauma and promote positive behavior is important to promote student engagement and well-being and promote a positive school climate, especially for FY, EL, and LI students.

Increasing College Preparedness: No FY, EL, and LI students are taking AP exams.

Increasing School Resource Officer: FY, EL, and LI students and families often do not have a positive relationship with law enforcement. Having a frequent SRO presence on campus allows these student groups in particular to build a trusting relationship with see law enforcement. These students are overrepresented in chronic absence, academic deficits, counseling referrals, and ACEs. The SRO position for the district will be increased from half-time to full-time in order to assist with self-harm and other threat assessments to promote campus and student safety, and although primarily serving FY, EL, and LI students, all students will also benefit.

Improving access to CTE Pathways: Significant funds are allocated to developing a CTE pathway for high school students. Currently there isn't one. FY, EL, and LI student groups are typically underrepresented in these courses. RCA will create a pathway and provide individualized coaching to students to increase the number of FY, EL, and LI participating in CTE pathways.

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

The percentage required for increasing and improving services to FY, EL, and LI students is represented in the actions described. These actions/services would not be possible without the apportionment allotted through Supplemental/Concentration funding. These services target the specific, identified needs of FY, EL, and LI students in order to increase equity, reduce the achievement gap, and address the lack of resources that these student groups experience. These actions are expected to increase engagement, safety, social-emotional well-being, learning, and resources (i.e., health services, devices, connectivity), and will result in improved student outcomes and greater equity.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$470,436.00				$470,436.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$210,854.00	$259,582.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Teacher Collaboration	$38,000.00				$38,000.00
1	3	English Learners Foster Youth Low Income	Professional Development: Implementation of State Standards	$35,000.00				$35,000.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	$100,000.00				$100,000.00
1	5	English Learners Foster Youth Low Income	Extended Day Learning					
1	6	English Learners Foster Youth Low Income	Effective use of Technology	$33,000.00				$33,000.00
1	7	English Learners Foster Youth Low Income	Supplemental Academic Supports	$114,854.00				$114,854.00
1	8	English Learners	ELL Support					
1	9	Students with Disabilities	Special Education Support					
2	2	English Learners Foster Youth Low Income	Promoting Parent Involvement	$1,000.00				$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Sports, Clubs, Activities to promote pupil engagement	$76,582.00				$76,582.00
2	4	Students with Disabilities	Programs and services for individuals with exceptional needs					
2	6	Foster Youth	FY/Homeless Students					
3	1	English Learners Foster Youth Low Income	Social-Emotional & Behavioral Supports					
3	5	English Learners Foster Youth Low Income	Professional Development: School Climate	$2,000.00				$2,000.00
3	8	English Learners Foster Youth Low Income	School Resource Officer					
3	10	All	COVID Protocols					
4	1	English Learners Foster Youth Low Income	CTE Pathways	$50,000.00				$50,000.00
4	2	English Learners Foster Youth Low Income	Registrar	$20,000.00				$20,000.00
4	3	English Learners Foster Youth Low Income	College Prep Exams					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$470,436.00	$470,436.00
LEA-wide Total:	$209,000.00	$209,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$261,436.00	$261,436.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	$38,000.00
1	3	Professional Development: Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00
1	4	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
1	5	Extended Day Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	6	Effective use of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	$33,000.00
1	7	Supplemental Academic Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RCA	$114,854.00	$114,854.00
1	8	ELL Support	LEA-wide	English Learners	All Schools		
2	2	Promoting Parent Involvement	LEA-wide	English Learners Foster Youth	All Schools	$1,000.00	$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Sports, Clubs, Activities to promote pupil engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RCA	$76,582.00	$76,582.00
2	6	FY/Homeless Students	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth			
3	1	Social-Emotional & Behavioral Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	5	Professional Development: School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
3	8	School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	1	CTE Pathways	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
4	2	Registrar	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
4	3	College Prep Exams	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

- o **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.

- o **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.

- o **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:

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

  - o **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.