

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: STREAM Charter

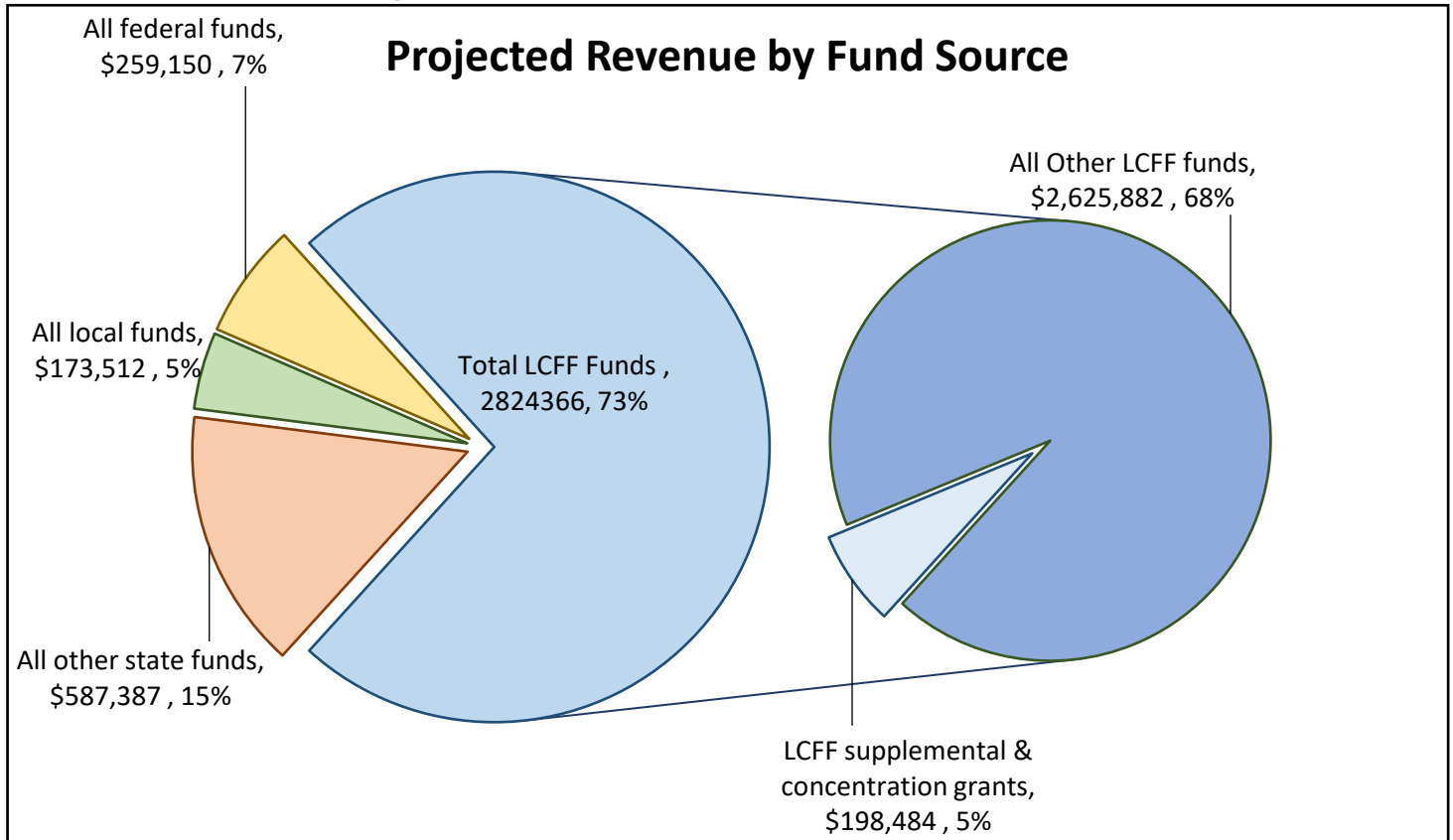
CDS Code: 04 61507 0129577

School Year: 2021 – 22

LEA contact information: Don Phillips; dphillips@streamcharter.net (530) 534-1633

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

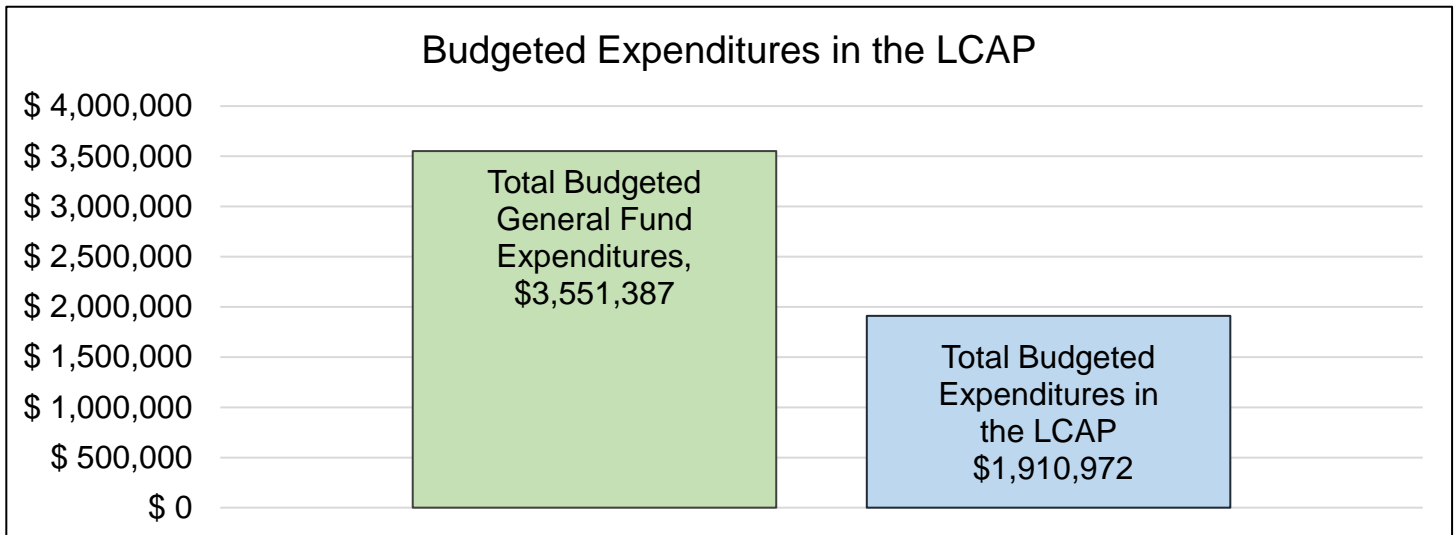


This chart shows the total general purpose revenue STREAM Charter expects to receive in the coming year from all sources.

The total revenue projected for STREAM Charter is \$3,844,415.00, of which \$2,824,366.00 is Local Control Funding Formula (LCFF), \$587,387.00 is other state funds, \$173,512.00 is local funds, and \$259,150.00 is federal funds. Of the \$2,824,366.00 in LCFF Funds, \$198,484.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much STREAM Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

STREAM Charter plans to spend \$3,551,387.00 for the 2021 – 22 school year. Of that amount, \$1,910,972.00 is tied to actions/services in the LCAP and \$1,640,415.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

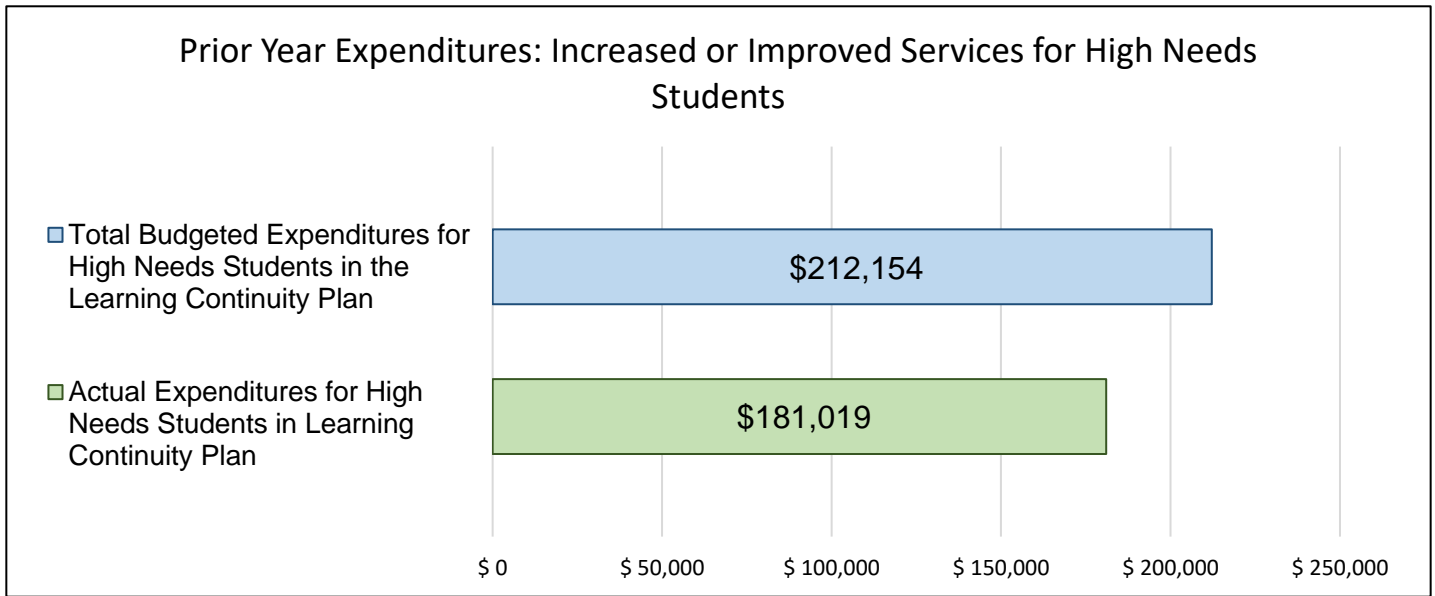
utilities, internet, postage, oversight fees, back office services and administrative and operational salaries

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

In 2021 – 22, STREAM Charter is projecting it will receive \$198,484.00 based on the enrollment of foster youth, English learner, and low-income students. STREAM Charter must describe how it intends to increase or improve services for high needs students in the LCAP. STREAM Charter plans to spend \$215,757.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what STREAM Charter 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 STREAM Charter 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, STREAM Charter's Learning Continuity Plan budgeted \$212,154.00 for planned actions to increase or improve services for high needs students. STREAM Charter actually spent \$181,019.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$31,135.00 had the following impact on STREAM Charter's ability to increase or improve services for high needs students:

We budgeted more than we were projected to receive in supplemental/concentration funds and actually spent about \$2,217 over what was received. With these funds we increased the support for family communication tools. Most of the difference is accounted for by actions that were staffed as planned but costs were lower than expected.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
STREAM Charter School	Don Phillips Director	<a href="mailto:dphillips@streamcharter.net">dphillips@streamcharter.net</a> (530) 534-1633

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

### Goal 1

STREAM will support learning and achievement with a collaborative, project-based educational model.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed

100% of students with access to standards-aligned instructional materials	100% of students with access to standards-aligned instructional materials
65% of students with a B or above GPA	76% of students with a B or above GPA based on Trimester 1 and 2 grades
80% of students scoring Proficient or Advanced on benchmark testing across rounds for students enrolled at least a solid year	2019-20: 65% of students scored proficient on Track My Progress Spring assessments that were administered remotely (not met)
55% of students scoring Proficient or Advanced on CAASPP in English Language Arts for students enrolled at least a solid year	2018-19: 61.45% Met or Exceeded (schoolwide) 2019-20: CAASPP testing cancelled
55% of students scoring Proficient or Advanced on CAASPP Mathematics; various PBL rubrics for students enrolled at least a solid year	2018-19: 53.07% Met or Exceeded (schoolwide) 2019-20: CAASPP testing cancelled
English learner testing (ELPAC) and reclassification Targets: Increase annually 1.5% Re-designation: 5%	2018-19: ELPAC <11 students tested so data cannot be reported 2019-20: ELPAC annual Cancelled 2018-19: 16.7% reclassification rate 2019-20: 0% Reclassification
97% Attendance rate	97.1% Attendance rate (as of 2/7/20)
Chronic Absenteeism Rates about 1% for students enrolled at least a solid year Target: Decrease chronic absenteeism: 1%	2019-20: 4.8% (rate as of 2/29/20 - Not Met) 2018-19: 2.9% chronically absent (Dashboard)
School facilities are maintained in good repair	School facilities are maintained in good repair

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Retain and hire <b>appropriately-assigned and fully credentialed NCLB teachers</b> , who are adept at meeting the needs of all students. Instructors at STREAM hold high expectations for their students, while offering high levels of encouragement and support. They develop personal connections with students	\$751,102 Base 1100 & 1148	\$ 773,928

and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for success in school and life. These instructional activities provide flexibility so that students have the opportunity to learn in ways that are meaningful to them. STREAM reviews authorizer's salaries and revises its schedule as needed to provide competitive salaries and retain these highly-qualified teachers. STREAM also coordinates with CTC to ensure certifications are in order.		
School catalogue, student and parent handbooks and grade level guides will be reviewed, updated by STREAM staff and distributed to students and families annually	0	0
All teachers and administrators will participate in regular classroom observations to ensure implementation of state standard and to provide feedback on classroom management and strategies.	0	0
Engage staff in professional development, including professional development related to understanding how to use data as an effective way to inform instruction, and how to educate the whole child by embedding art into the curriculum. Set time aside each month for staff conversations related to student achievement.	\$26,270 Base 5863, 4340	\$ 8,269
Implement i-Ready, an adaptive growth measure and diagnostic program, for reading and math. The program pinpoints students' needs down to the sub-skill level, allows for creative teacher-led instruction, student lead instruction and practice and provides easy to use reports and on-going monitor.  Provide on-going professional development for the new tool.	\$4,000 Supplemental Curriculum and Professional Development	\$ 740
Provide a quality instructional program with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.	\$83,244 General Fund 4100 & 4200 & 4320 & 4325 & 4326 & 4335 & 4410 & 5881	\$ 49,415

<p>Provide a quality instructional program for <b>second language learners</b>, with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.</p> <p>Appoint a Lead Teacher with the responsibility to track and ensure services for <b>second language learners</b>, as well as ensure second language students are reclassified appropriately.</p>	<p>\$3,000 and \$2,000 Supplemental Materials, Teacher Stipend for additional duties</p>	<p>\$ 2,550  \$2,000</p>
<p>Provide a <b>responsive intervention program</b> for struggling students, particularly socioeconomically disadvantaged, second language, special education, foster youth, and underserved populations, with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.</p> <p>Continue to implement and design intervention programs and set aside an increase of 40 minutes daily for intervention which include handwriting without tears, Fountas and Pinnell (k-3) and other strategies based on individual student needs..</p>	<p>\$40,000 Supplemental 1100 and materials</p>	<p>\$ 41,182</p>
<p>Purchase new materials as necessary to meet achievement goals, including new devices and infrastructure support.</p>	<p>\$32,782 Base 4420</p>	<p>\$ 34,706</p>
<p>Provide students with many opportunities to demonstrate their learning, including two semester showcase events, open house to demonstrate, and monthly assemblies.</p>	<p>\$1,000 Base Rent (for events)</p>	<p>0</p>
<p>Retain full-time Attendance Clerk.</p>	<p>52,200 Base 2400</p>	<p>\$ 54,630</p>
<p>Continue to implement attendance expectations, a SARB, track attendance through our SIS, and create a short-term independent study program for students of families who may need to be out of town.</p>	<p>\$6,000 Base 5881</p>	<p>\$ 6,840</p>

Maintain facility as necessary to support health and safety and to meet achievement goals.	\$39,100 Base 5615	\$ 20,913
Maintain fence and field.	\$5,100 Base 5330	\$ 9,019
Continue to provide an intervention aide for struggling students	\$53,154 Supplemental 2100	\$ 21,222
Provide instructional aide in classrooms	\$49,694 Supplemental 2100	\$ 78,594
Provide After-school program aid	\$40,876 Supplemental 2100	\$ 45,011
We will implement a long-term independent study program for approximately 20 students with a full-time teacher and a 24-hour/week instructional aide. We will purchase instructional materials/textbooks to support each student's learning. We will provide a dedicated space, field trip opportunities, and SIS infrastructure.	\$152,000 Base 1100 & 2100 \$102,000 5610 \$18,000 5510, 5525, 5530 \$9,000 4325 \$10,000 5881 \$3,000 5830 \$10,000	\$ 117,303



We will implement a long-term independent study program for approximately 20 students. We will purchase iPads, Chromebooks, and educational apps to support each student's learning.	\$10,000 Supplemental 4420	\$ 24,135
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## 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 our funds budgeted for Actions/Services that were not implemented were used to support students. We purchased Freckle as an instructional technology tool to best support our students, instead of i-Ready. We were not able to hold our Spring showcase or other public assemblies, but we did try to transfer these to a virtual format.

We hired more Intervention and after school program aides than originally planned to provide virtual intervention services to our students. These additional aides have allowed us to create stable groups for both after school and intervention grade cohorts K-2, 3-5, and 6-8. We also added an aid for independent study.

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

We have been able to successfully support learning and achievement with a collaborative, project-based educational model throughout this difficult school year. We had to rely more on technology-based learning and less so on project-based learning because of the school closure caused by the pandemic, but we were still able to support project-based learning by offering weekly material pick-ups for students to use for projects or assignments.

Our internal benchmark data did reflect slightly lower scores in both Math and ELA for Spring benchmarks. In Fall, those scores rose slightly, and we are proud that our current benchmarks reflect students being almost back on track after the learning losses due to the Spring/Fall school closures. We are proud of how we were able to transition rapidly to distance learning in the Spring. We took one day off and then had the students online the following day distance learning. We were able to hire additional interventionists quickly and maintain our intervention program, meeting with parents and students to prevent learning gaps. We were able to maintain our high attendance rate in accordance with our goal of greater than 97% daily attendance. We used our existing attendance tracking processes to ensure students were not only attending, but fully engaging in distance learning.

The challenge was in the need to cancel public events, such as our Showcase event and monthly assemblies. We attempted to hold our Spring showcase in a virtual format, but do not believe it worked well in that format.

## Goal 2

STREAM Fosters a Sense of Community by providing a Healthy, Safe, and Thriving School Environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Attendance records at meetings, events, and seminars Target: Maintain	We held Back to School Night, our first Showcase event, and six Student of the Month events. However, our first Family Science Night was cancelled by a power outage and the second was cancelled by the COVID-19 closures of schools, along with the remainder of our Student of the Month events, our second Showcase event, and Graduation events.
SIS ACCESS to records Target: 40% of parents check in each trimester	42% of parents check in each trimester
Staff observations Target: 100% of staff is peer observed/evaluated	100% of staff is peer observed/evaluated
Student surveys Target: Maintain	Met (95%)
Suspension and expulsion records Maintain Suspension rate at less than 5% school-wide	2019-20 Suspensions: 0.3% (Met)

Maintain expulsion rate at 0%	Expulsions: 0.0% (Met)
Safety records Maintain	Regular safety drills held through February, until COVID-19 closed schools
Number of students on the Waitlist-this is an indicator of school success Maintain a high number of students on the waitlist	Met: 410 students on waitlist for 2020-21
Re-enrollments numbers Target: Maintain 95% re-enrollment rate	Met: 96.6% returning from 2018-19 to 2019-20

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STREAM invites parents to a variety of seminars, events, and programs, and the school invites parents to volunteer each year to help in classrooms, school events, field trips, overnight trips, fundraisers, etc.	No additional cost	0
STREAM will continue to provide a parent portal and train parents on how to access it.	No additional cost	0
STREAM provides the after school program in order to provide a seamless continuation of services between the regular school day and the after school program, for the benefit of students.	\$0- Breakeven program	0
All STREAM students (except for kindergarten) go to the Hope Center once each year (one class each month) to make lunches, fill food bags, and organize clothing for the homeless in our community.	No additional cost	0
Continue to implement classroom and school-wide discipline plan and follow it consistently in accordance with Ed. Code. Continue to remain in constant contact with parents, should a student choose to be disruptive to instruction or choose unsafe actions.	No additional cost	0

Establish a hearing panel for any student who has made choices that lead to a possible expulsion.	No additional cost	0
Purchase of STREAM Logo shirts for all students and a \$25 allowance for staff.	\$3,500 Base 4350	\$10,567
STREAM attends and has a booth at most community events. We maintain a very large Facebook following. Our students are involved in the community with community service, parades, field trips, etc. Brochures are placed in different cultural centers, the county library, preschools, etc.	\$500 Base 5851	\$1,594
Training for our Dean of Students in PBIS and Social Emotional Learning specifically targeting our foster youth population	\$19,300 Supplemental	0
MTSS conference for key staff		

## 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 funds budgeted for the implementation of these Actions/Services were spent prior to the school closure in March, 2020. The training for our Dean of Students and other key staff was attended, but paid for in FY 2019.

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

We were able to maintain student and family engagement throughout the pandemic with consistent communication and encouragement. We were able to quickly make hotspots available to families who needed them, and meet other needs as they arose. We had to cancel all of our in-person family events when school closed in March. We were able to hold our Winter Showcase and Family Science Night prior to March. Our Facebook following increased due to the need for enhanced online communication about school policies, activities, and events. We tried to bring many of our family events online and meetings worked, but our virtual showcase event was not a successful format for our students. Our 8th grade students were able to participate in a parking lot

graduation ceremony with drive-in movie format and technology. Our families were very happy we were able to make that happen for their children.

As a result of the MTSS conference that was attended by key staff members, regular class meetings were implemented to support students with social-emotional needs. This continued into distance learning and provided teachers the space and strategies to recognize when students had additional needs that required the intervention of our school counselor.

We also continued our regular morning routine from in-person into distance learning with the Director leading the flag salute, giving announcements, and telling bad “dad jokes.” The regular routine and levity was appreciated by students and families alike.

### Goal 3

STREAM provides access to challenging, STEM-based technology-enhanced curriculum, arts, and activities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
100% of students participating in arts-embedded curriculum, music class, and P.E. class	100% of students participating in arts-embedded curriculum, music class, and P.E. class
100% Student Demonstration of Arts and Music Knowledge and Achievement through Public Demonstrations and/or Celebrations	100% Student Demonstration of Arts and Music Knowledge and Achievement through Public Demonstrations and/or Celebrations
Benchmark and state testing Target: 70% of students will meet fitness standards	2019-20: Data not available due to cancelled state testing and school closure

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to enlist the help from Volunteer Retired Art Teachers to provide lessons for students.	0	0
Retain full-time Music Specialist.  Purchase and maintain instruments.  Continue to offer band opportunities.	\$63,300 Base 1100 & 4326	\$ 68,595
Retain full-time P.E. Specialist.  Purchase and maintain P.E. Equipment	\$82,620 Base 2300	\$ 51,310
Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills. <ul style="list-style-type: none"> <li>● High speed Internet access</li> <li>● CCSS Digital Library Resource</li> <li>● Coding apps</li> <li>● Google EDU</li> </ul>	\$10,000 Base 5910	\$ 23,418
Provide professional development for integrating 21 <sup>st</sup> century skills, tools and teaching strategies into classroom practice. <ul style="list-style-type: none"> <li>● Technology training</li> <li>● Technology Certificate</li> </ul>	\$26,270 Base 5863, 4340	\$ 8,269 Duplicate Goal 1, Action 4
Provide parent and student orientations and training on responsible digital citizenship and Internet safety. <ul style="list-style-type: none"> <li>● Parent/student training</li> <li>● After hours tech support to parents and students</li> </ul>	0	0

Provide professional development and supplemental materials for integrating 21st century skills, tools and teaching strategies into classroom practice to ensure equity and increase student achievement for identified subgroups. <ul style="list-style-type: none"> <li>• Technology training</li> <li>• Project Based Learning</li> </ul> CCSS aligned digital materials	\$26,270 Base 5863, 4340	\$ 8,269 Duplicate Goal 1, Action 4
All students attend at least two daytime field trips each year. All fifth and sixth graders attend a three day science camp each year. All seventh graders go to the Oregon Shakespeare Festival and ScienceWorks museum each year. All eighth graders go on a weeklong trip to Washington, D.C.	\$98,250 Base Field Trip Expense	\$ 105,984
A three-week summer program is provided with an emphasis on science and technology.	0	0

## Goal Analysis

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

All funds budgeted for the implementation of these Actions/Services was spent on these actions, with the exception of the funds raised to pay for the 7th grade Spring trip. That money was carried over for the 8th graders(same students) to be able to go on the Washington D.C. trip the following year. Our summer program was also not implemented due to the pandemic.

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

Music and Physical Education were successfully implemented throughout the school year, into during distance learning. Our music teacher would provide mostly live stream instruction to larger groups of students in Kindergarten through 2nd grades. For example, she would have 90 students instead of 30 attending class at one time. For grades 3 and 4, we would do a Friday pick up of materials/instruments for them to use in music class the next week. Small group instrument classes took place online for students in the upper grades. Our Arts Attack arts online curriculum was already in use, making it easy to transition to distance learning for Arts.

Most of our professional development for teachers in Spring focused on technology skills, especially using Google Meet and the Google apps for Education to engage students in distance learning. It took some time for teachers to feel comfortable using the new

technology, and we ran into some challenges with students communicating inappropriately with one another through means the teacher wasn't able to monitor. Once we were made aware of the situation, phone calls to families quickly resolved the situation.

Our students were able to attend all planned field trips prior to the March school closure. The 8th grade Washington D.C. trip occurred in the Fall of 2019. Our 7th graders were able to go on their Bay Area trip to the Exploratorium and the biology research vessel in the fall as well. Our students were able to participate in virtual field trip experiences through several organizations such as National Parks and NASA, instead.

## 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
Purchase supplies to ensure school meets health and safety guidelines (face shields and masks for students and staff, handwashing stations, sanitizing dispensers outside every classroom, thermometers, air purifiers, sneeze guard construction/installation, shade cloth and misting fans for outdoor classes, etc.)	\$10,000	\$54,936	N
Increase cleaning supplies, cleaning schedule and janitorial staff including carpet cleaning and custodian for an additional 8 weeks in summer to meet health and safety guidelines	\$45,000	\$45,000	N
Deep cleaning and carpet cleaning	\$15,000	\$16,000	N
Provide individual student sets of manipulatives, texts, art materials, etc. to reduce cross contamination and support individualized learning needs	\$37,500	\$32,000	N



Operations aide	\$12,375	\$11,126	N
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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.

All of the planned actions were implemented. Since we have been open since October, we have purchased much more PPE than originally budgeted for as we discovered our original estimate was not nearly enough to provide ongoing supplies.

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

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

We had a successful phased re-opening in October, 2020. We had originally planned for a hybrid model under our waiver, but when local health orders changed, we were permitted to return full time with stable groups. Our first week back, we had only Kindergarten, first, and second grades for half days, so that they could begin building the stamina for full days. The second week all grades returned for half days and the third week all grades resumed full-day instruction. Our families and students who were not comfortable returning to school at that time were able to continue distance learning. Slowly most of our students have returned to in-person instruction. Currently(March, 2021), approximately 1% of our students remain using the distance learning format. Students are compliant with mask wearing, but we have had to purchase many more masks than anticipated to keep them available for students. Our students and families are really happy to have returned for in-person instruction. Parents have reported that students are so much happier in person, than they were in distance learning. We have virtually no behavior problems/conflicts because students are so happy to be able to attend school each day.

A few of our staff members were initially hesitant to return to in-person instruction, but those same staff members have now expressed in staff meetings that they are glad to have returned and are feeling that the school environment is safe for students and staff. We did have one student who tested positive for COVID after a family member was exposed at a family gathering. Due to this, we had to quarantine that group of students for two weeks.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology to support distance learning: iPads, Chromebooks with Google licenses, increased bandwidth	\$30,000	\$35,000	N
Online educational programs to allow for individualized learning and progress monitoring in a distance model: Mathletics, Freckle, BrainPop	\$32,567	\$40,000	N
Summer stipend for teachers to cover additional research and professional development time	\$5,000	0	N
Supports for ELD (interventionists)	\$14,000	\$12,703	Y
Ongoing teacher coaching and development (.25 administrator)	\$36,904	\$32,026	Y
Two temporary aides to assist with interventions and contacting students/families	\$8,000	0	Y
Teacher professional development	\$7,500	\$12,000	Y
After School Program Director	\$23,846	\$22,038	Y
Lead Teacher (0.4 of salary + stipend)	\$49,471	\$41,106	Y

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.

All of the planned actions were implemented, except we found our individual teachers did not have the need for additional summer professional development to plan to implement distance learning in the fall. We shifted that money to support additional whole professional development resources. Since we were able to bring many of our students back for in person instruction during the Fall term, we did not need the two temporary aides we had budgeted for, but were able to use our existing staff to provide interventions and contact students/families.

## 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.

We ensured continuity of learning through distance learning for all of our students through October 2020, when we were allowed to start bringing students back to campus for in-person learning. We provided materials for upcoming lessons in weekly materials pickups. Families and students who were not ready to return to in-person instruction have continued with distance learning. These students who have not returned are following the regular in-person schedule and live streaming the same instruction their classmates are receiving in person. All students who needed devices or hotspots were provided with them.

We were able to maintain our high attendance rate throughout distance learning. We used our existing attendance tracking processes to ensure students were not only attending, but fully engaging in distance learning. During distance learning, Interventionists were provided virtually to ensure all students received the academic support they needed to be successful. We have continued with our virtual interventionists even with the return to school. Our Lead teacher supported technology implementation and we provided professional development time prior to the beginning of the school year to ensure teachers were able to maximize the technology tools during distance learning. Our After School Program Director provided small group one-on one support and small group supports during distance learning.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online educational programs to allow for individualized learning and progress monitoring in a distance model: Track My Progress, Mathletics, Freckle, BrainPop	Represented in Distance Learning	0	N
ELAC lead and ELD Coordinator and PD coordinator for MTSS (.25 school psychologist/SPED director)	\$23,359	\$24,856	N

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.

Online educational programs were all implemented as planned and our ELAC lead, ELD Coordinator, and PD Coordinator utilized the MTSS model to ensure students received the support they needed to be successful.

## **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.

We have administered Track My Progress twice so far this year to monitor progress. We will administer again at the end of the school year. Our youngest students in TK-1st grade had individual assessments during the summer to determine where they are at in terms of learning needs and then assessments are conducted quarterly to monitor progress. Our internal benchmark data did reflect slightly lower scores in both Math and ELA for Spring 2020 benchmarks. In Fall 2020, those scores rose slightly, and we are proud that our current benchmarks reflect students being almost back on track after the learning losses due to the Spring/Fall school closures. Currently, 60% of our students are meeting or exceeding ELA standards, and 55% are meeting or exceeding Math standards.

## **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.

As a result of the MTSS conference that was attended by key staff members in the fall of 2019, regular class meetings were implemented to support students with social-emotional needs. This continued into distance learning and provided teachers the space and strategies to recognize when students had additional needs that required the intervention of our school counselor. Our school counselor was able to assist any students with these needs.

## **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.

We track attendance through live instruction for students who are distance learning and we track in seat attendance for in person learning. Our attendance clerk follows up with families if there are a pattern of absences. Some of our families opted to travel during the pandemic which created some minor inconsistencies for student attendance. We are proud of our >96% attendance rate this year.

## Analysis of School Nutrition

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

Breakfast is available to all students on campus during in-person instruction; Breakfast (milk, juice, fruit, and cereal) is offered to students during distance learning if desired. When families come for their Friday pick-up of learning materials, they can also pick up five days worth of breakfast. Butte County distributes meals at the library, which provides an additional option to our families.

## 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	Referrals to school psychologist/SPED Director (.5)	\$46,719	\$49,712	N
Pupil and Family Engagement and Outreach	Communication tools to send messages to student and families, including translation options, when applicable: Bloomz, robocall service	\$2,433	\$5,000	Y
Pupil and Family Engagement and Outreach	Office staff / COVID operations (distribution of materials, family outreach)	\$63,321	\$59,944	N
Pupil and Family Engagement and Outreach	Dean of Students for family outreach (.5)	\$65,000	\$50,146	Y
School Nutrition	Unreimbursed costs of daily breakfasts offered to students	\$5,000	\$6,000	Y

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.

All of the planned actions were implemented.

## Overall Analysis

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

The 2019-20 and 2020-21 school years have been challenging in a variety of ways for our staff, our families, and our students. We have seen the impact of regular family engagement and family communication as we have navigated this difficult time quickly transitioning from in-person to a distance learning format, planning for the 20-21 school year and then needing to revise those plans based on public health requirements. Our family engagement, family communication, and family education efforts have succeeded in helping families feel comfortable sending their children back to school for in-person instruction and maintaining a high daily attendance rate throughout the year. Many of the family engagement practices we utilized during the pandemic will be continued in the future.

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 with our regular cycle of assessments and data analysis to adjust instruction for the whole class, small groups of students, and individual students. Our intervention aides will continue to provide small group and individual instruction to students based on the data from these assessments, moving from classroom to classroom throughout the day. Our English Learners are prioritized for intervention support. We will also continue to provide instructional aides to support teachers with instruction and after school program aides to provide tutoring to students who are struggling with classroom assignments.

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.

Due to the school closures and shift to distance learning, we made changes to our expenditures to accommodate the new learning model. We decreased our spending on in-person professional development and shifted our allocation of intervention, classroom, and after-school program aides to meet the needs of distance learning.

## **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.

Currently, 60% of our students are meeting or exceeding ELA standards, and 55% are meeting or exceeding Math standards. Although learning loss was not as significant as expected, there was learning loss that occurred as a result of the school closure and transition to the distance learning format. Because of this, our students need additional academic support, especially Socioeconomically Disadvantaged students and our English Learners. We are continuing to provide support with Intervention, Instructional, and After School aides.

Our students' social emotional well-being and mental health are of primary importance to us and we know they have suffered this past year. We will continue to implement social emotional learning, provide enrichment opportunities, and continue our pupil and family outreach in support of regular attendance. Chronic Absenteeism continues to be a need with a 2019-20 Chronic Absenteeism rate of 4.8% before schools were closed in March due to the pandemic. This is an increase from the 2018-19 2.9% rate. We will expand our independent study program to provide an option for students with health issues or those who have thrived with distance learning during the pandemic. We will continue implementation of our Positive Behavioral Intervention Supports. Implementation of these practices will improve our school culture and lower the chronic absenteeism rates we observed in 2019-20.

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

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



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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

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

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

### **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
STREAM Charter School	Don Phillips Director	<a href="mailto:dphillips@streamcharter.net">dphillips@streamcharter.net</a> (530) 534-1633

## Plan Summary 2021-22

### General Information

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

STREAM Charter School serves approximately 285 transitional kindergarten through eighth grade students, primarily in the greater Oroville area of Butte County since 2014. Our educational model emphasizes problem and project-based, inquiry learning and a collaborative and equitable approach to educating youth in a technology rich environment. STREAM emphasizes Science, Technology, Reading, Engineering, Arts, and Mathematics. We believe that a strong foundation in science and mathematics provides a critical component to a successful 21st century life and career. Our model integrates technology, literacy, and the arts throughout the curriculum. Students begin learning to code in Kindergarten and continue to grow throughout their time at STREAM. This integrated learning provides support that meets the varied needs of all students.

In 2019-20, STREAM served 285 students with diverse needs and backgrounds: approximately 103 (36%) students qualify for Free or Reduced Lunch; 6 (2.1%) students are English Learners; and 2 (0.7%) are Re-designated Fluent English Proficient. In addition, about 26 (9.1%) students qualify for Special Education services. The LCFF unduplicated percentage is approximately 38.47% in three-year average. Approximately, 57% of STREAM’s students identify as being White, 19% as two or more races, 11% as Hispanic, and 6% as Asian.

### Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with daily attendance greater than 96%. We maintained this high attendance and low suspensions in alignment with our LCAP targets. We are proud that our current benchmarks reflect students being almost back on track after the learning losses due to the Spring/Fall school closures. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in

providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

## 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 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data from Track my Progress and historical CA Dashboard data, we have identified needs in ELA and Math achievement for our Students with Disabilities and Hispanic student subgroups. Our Low Income subgroup is also an area of need in Math achievement. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

Chronic Absenteeism continues to be a need with a 2019-20 Chronic Absenteeism rate of 4.8% before schools were closed in March due to the pandemic. This is an increase from the 2018-19 2.9% rate. We will expand our independent study program to provide an option for students with health issues or those who have thrived with distance learning during the pandemic. Currently independent study is offered for Fifth through Eighth Grades, but we are adding Third and Fourth Grades next year and expanding to two classes (3-5 and 6-8). The class will have some in-person time, but mostly be taught virtually.

## LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1:** STREAM will support learning and achievement with a collaborative, project-based educational model. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, and a comprehensive system of teacher observation and coaching. We will provide systemic English Language Development for our English learners and a long-term independent study program for students and families with unique needs.

**GOAL 2:** STREAM fosters a sense of community by providing a healthy, safe, and thriving school environment. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement a comprehensive Positive Behavior Supports and Intervention program schoolwide and incorporate mental health supports into our program. Families will be supported to participate actively in the life of the school and their child's education through frequent communications, events, family education and

volunteer opportunities, as well as opportunities for input. We foster a sense of connection with our larger community with participation in community events and provide informational materials about our school.

GOAL 3: STREAM provides access to challenging, STEM-based technology-enhanced curriculum, arts, and activities. In terms of offering a broad course of study (Goal 3), all students participate in a visual and performing Arts program and learn 21st century skills to ensure they are prepared to participate in college and careers. Students also have opportunities to participate in enrichment opportunities such as our Million Word Reader Program, field trips and working in our school garden.

## **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.

[Identify the eligible schools here]

### **Support for Identified Schools**

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

[Describe support for schools here]

### **Monitoring and Evaluating Effectiveness**

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

[Describe monitoring and evaluation here]

# Stakeholder Engagement

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

- The Parent Advisory Council met monthly throughout the year. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through Bloomz messaging, our website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public Hearing was held on 4/28/21.
- Teachers and other staff provided feedback during monthly staff meetings and check-ins.
- Students had two opportunities to provide survey input regarding their experience, perspectives, and needs.

A summary of the feedback provided by specific stakeholder groups.

Parents express satisfaction with our current program. They want us to continue the actions from previous years with a continued focus on intervention and an increase in Science activities. They would like us to resume taking the students on field trips when it is safe and appropriate for us to do so.

Teachers/School Staff/Administrators would like us to continue to refine our intervention process to ensure the students are receiving the support they need to be successful with grade level materials. They would like us to renew our science materials and continue with the scope and types of professional development opportunities we have provided in previous years.

Students would like more playground options and to be able to resume going on field trips. They would also like us to build a gym and a cafeteria.

Mixed Groupings: All stakeholder groups agree that we need to continue to expand our academic intervention programs, resume field trips, and add facilities.

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

We have reviewed our stakeholder feedback and incorporated it in the following areas:

**Interventions and Instructional Support:** We will be able to retain the additional intervention aides we hired to support distance learning and provide intervention with the stable cohort model. We will continue to provide instructional aides, intervention aides, and after school aides to support students who are not performing at grade level.

**Science Materials:** We will purchase new science materials to ensure students have access to hands-on science learning activities.

**Field Trips:** We have budgeted for and plan to resume field trips once it is safe and appropriate to do so.



**Facilities Improvements:** We plan to expand our playground and athletic field and add new buildings.

# Goals and Actions

## Goal 1

Goal #	Description
1	STREAM will support learning and achievement with a collaborative, project-based educational model.

An explanation of why the LEA has developed this goal.

We are proud of the academic growth of our students, but there is more room to grow, specifically for our low income, English Learners, Students with Disabilities, and Hispanic student subgroups. The 2019 CA Dashboard was Orange for Low Income students in Math achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% teachers appropriately credentialed & assigned	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% students with access to standards-aligned instructional materials	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% of staff is peer observed/evaluated	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% of students with a B or above GPA	76%				88%
% of students Meeting or Exceeding Standard on benchmark testing (Math and ELA) across rounds for students	%60 ELA %55 Math				60% ELA 55% Math
% of students demonstrating proficient or advanced on problem solving	70%				78%

skills based on PBL rubrics					
% of students Meeting or Exceeding Standard on CAASPP in English Language Arts for all students and all numerically significant subgroups	2018-19 % meeting/exceeding ELA standards All students: 60.9 SED: 56.5 Hispanic/Latino: 45.5 Two or More Races: 66.7 White: 65.1				All students: 81 SED: 77 Hispanic/Latino: 66 Two or More Races: 87 White: 85
% of students Meeting or Exceeding Standard on CAASPP Mathematics for all students and all numerically significant subgroups	2018-19 % meeting/exceeding Math standards All students: 53.1 SED: 40 Hispanic/Latino: 40.9 Two or More Races: 48.5 White: 57.6				All students: 73 SED: 60 Hispanic/Latino: 61 Two or More Races: 69 White: 78
% of students improved on English learner testing (ELPAC Summative)	No data reported - not a numerically significant subgroup				70%
Reclassification rate	2018-19: 16.7% 2019-20: 0.0%				15%

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Teacher hiring and retention	<p>STREAM will hire and retain appropriately-assigned and fully credentialed teachers to ensure students receive high quality instruction by setting high expectations for teachers, forging personal connection, promoting the creation of instructor-designed activities that are meaningful to students, providing competitive salaries and funds to purchase classroom supplies, and coordinating with the CTC for certification.</p> <p>i. Budget: Recruitment activities; teacher salaries &amp; benefits; \$25 allowance for staff for classroom use (x11)</p>	\$621,978	N
2	Teacher PD and Coaching	<p>STREAM will ensure high quality instruction to all students by providing staff professional development and coaching.</p> <ul style="list-style-type: none"> <li>● Classroom observations</li> <li>● PD and monthly staff conversations</li> <li>● Mentors for new teachers – participate in induction</li> <li>● Online training via El Dorado COE Charter SELPA 3 times a year; once in person</li> <li>● Budget: PD (stipends for mentor teachers Gwen Friberg;Shelby Turri; admin salary)</li> </ul>	\$76,696	N
3	Standards-aligned Curriculum & Assessment	<p>STREAM will provide standards-aligned curriculum and assessments to all students to ensure each student has access to a rigorous curriculum and appropriate instructional materials. Students with specific needs will have access to supplemental curriculum resources to address their specific needs.</p> <ul style="list-style-type: none"> <li>● Freckle (all four core subjects)</li> <li>● Mathletics</li> <li>● Accelerated Reader and Math</li> <li>● Fountas &amp; Pinnell</li> <li>● Barton Assessment with primary students</li> <li>● Track My Progress Benchmarking</li> <li>● Google Classroom Suite</li> <li>● Science lab materials</li> <li>● Budget: New materials, including devices &amp; infrastructure, licensing costs for curriculum/assessment programs; Jason Williams double stipend</li> </ul>	\$71,664	N
4	English Language Development	<p>STREAM will provide English Learners with ELD so that they can progress on the ELPAC and reclassify as Fluent English Proficient.</p> <ul style="list-style-type: none"> <li>● Web-based or in-person ELD training</li> </ul>	\$15,950	Y

		<ul style="list-style-type: none"> <li>● Freckle &amp; Brainpop - Integrated supports</li> <li>● K-4: 40 min &amp; 5-8: 30 min daily small group or one-on-one intervention (provided by interventionists, classroom aides, SPED specialists) - Designated supports</li> <li>● PLCs once a month</li> <li>● Lead Teacher to track services and reclassification for second language students <ul style="list-style-type: none"> <li>i. Budget: ELD training, Brainpop, stipend Kari Vickery; <math>\frac{1}{3}</math> of two aides' time</li> </ul> </li> </ul>		
5	Interventions and Instructional Support	<p>STREAM will provide additional small group or one-on-one instruction for students with the highest academic needs in order to close the achievement gap between our subgroups of students.</p> <ul style="list-style-type: none"> <li>● Response to intervention program &amp; daily intervention</li> <li>● Intervention aide for struggling students works in small groups or on-on-one, moving from classroom to classroom throughout day</li> <li>● Instructional aide assists with day-to-day tasks in classrooms</li> <li>● After school program aide offers tutoring for students who are struggling <ul style="list-style-type: none"> <li>i. Budget: Instructional aids, intervention aides 4 aides 100% time and 2 aides <math>\frac{2}{3}</math> time, after school program aides; School Psychologist/SPED Director (.25 LCP)?</li> </ul> </li> </ul>	\$123,506	N
6	Long-term Independent Study program	<p>STREAM will provide a long-term Independent Study program to support the needs of students with health issues or concerns</p> <ul style="list-style-type: none"> <li>● 3-5 and 6-8 programs, 1 full time teacher + aide for each group</li> <li>● includes 1 on 1 time throughout day <ul style="list-style-type: none"> <li>i. Budget: 2 teachers f/t and 2 35 hour aides</li> </ul> </li> </ul>	\$57,401	N

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal 2

Goal #	Description
2	STREAM Fosters a Sense of Community by providing a Healthy, Safe, and Thriving School Environment.

An explanation of why the LEA has developed this goal.

We are proud of our high daily attendance rate, but need our chronic absenteeism rate to decrease. Fostering student connection to the school community supports all students in regularly attending school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	97.1% (as of 2/7/20)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	97%
Chronic absenteeism rate	2019-20: 4.8% 2018-19: 2.9% chronically absent (Dashboard)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<1%
% of parents check in each trimester on SIS grades	42%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	50%

% of 1st-8th grade students participating in service-learning projects	100%				100%
Student survey: % with positive response to school safety and connectedness	Baseline				>90%
Parent survey: % with positive response to school safety and connectedness	Baseline				>90%
Parent Survey: % with positive response to parents have leadership opportunities and influence on decision-making at their school.	Baseline				>75%
Teacher survey: % with positive response to school safety and connectedness	Baseline				>90%
Suspension Rate	2019-20 Suspensions: 0.3%				<1%
Expulsion Rate	0%				0%
MS Dropout Rate					0%
# of students on waitlist	410 for 2020-21				Over 400 students
Re-enrollment rate	96.6% returning from 2018-19 to 2019-20				97%
School facilities are maintained in good repair	Met: Good Repair				Met: Good Repair

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>STREAM will provide events to engage parents in the school community to foster a sense of connectedness with the school.</p> <ul style="list-style-type: none"> <li>● Events: Showcase events, open house, monthly assemblies</li> <li>● Parent education event: seminars, events, programs</li> <li>● Parent volunteer opportunities: in classrooms, school events, fields trips, overnight trips, fundraisers, etc.               <ul style="list-style-type: none"> <li>i. Budget: Event costs, assemblies “bling”; 5% admin salary</li> </ul> </li> </ul>	\$8,212	N
2	Parent communication	<p>STREAM will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school.</p> <ul style="list-style-type: none"> <li>● Parent portal access &amp; training (SIS)</li> <li>● Communication tools to send messages to student and families, including translation options, when applicable: Bloomz, robocall service</li> <li>● School catalogue, student &amp; parent handbooks, student planners               <ul style="list-style-type: none"> <li>i. Budget: Portal &amp; training; printing costs (CoolSchool for planners?); 5% admin salary; Linda Green 5%</li> </ul> </li> </ul>	\$101,449	N
3	Attendance initiatives	<p>STREAM will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system.</p> <ul style="list-style-type: none"> <li>● Full-time attendance clerk</li> <li>● Tiered re-engagement plan from LCP</li> <li>● Attendance expectations, SARB, and tracking measures</li> <li>● Short-term Independent Study               <ul style="list-style-type: none"> <li>i. Budget: Full-time attendance clerk (Shannan Miller), (Carly Worley 20%); SIS</li> </ul> </li> </ul>	\$83,259	Y
4	Social Emotional and Behavioral Supports	<p>STREAM will provide curriculum and programs that foster Social Emotional Learning and a positive school culture.</p> <ul style="list-style-type: none"> <li>● Teacher-created SEL in every classroom (daily class meeting w/ SEL focus after morning announcements)</li> <li>● STREAM logo shirts (1 provided free to all staff and students; additional as needed – passed down from graduates)</li> </ul>	\$126,188	Y



		<ul style="list-style-type: none"> <li>● Classroom and school-wide tiered PBIS discipline plan</li> <li>● Dean of Students trained in PBIS and SEL</li> <li>● School Psychologist</li> <li>● MTSS conference for key staff</li> <li>● STREAM Bucks -- “Caught Being Good” incentives with monthly rewards for students <ul style="list-style-type: none"> <li>i. Budget: Logo shirts, Dean of Students, MTSS conference; Dean (~90%); Psychologist (15% non-SPED counseling) STREAM bucks est \$150/month</li> </ul> </li> </ul>		
5	Community Engagement	<p>STREAM will participate in a variety of community events and use social media and brochures to forge a connection with the community in order to build partnerships and recruit a diverse student body.</p> <ul style="list-style-type: none"> <li>● Booth at community events--Airport Fly-In, Feather Fiesta Days, Band plays in all community parades; Hooked on Fishing event booth</li> <li>● student involvement in community</li> <li>● brochures distribution in community (library, African-American Family Cultural Center; Hmong Cultural Center; local preschools)</li> <li>● Hope Center once per year (one class each month) to support homeless: food and clothing distribution (Gr. 1-8) <ul style="list-style-type: none"> <li>i. give-away items for events (\$500 for year)</li> </ul> </li> </ul>	\$1,750	N
6	Health/Safety/Facilities	<p>STREAM will maintain a safe and healthy school facility by updating the health and safety plan annually, conducting regular maintenance on the facility, including the fence and field, and providing PPE and equipment (masks, air purifiers, etc.) and janitorial services twice daily and between lunches.</p> <ul style="list-style-type: none"> <li>● Additional outdoor classroom</li> <li>● New buildings &amp; expanded playground and athletic field</li> </ul>	\$343,448	N

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal 3

Goal #	Description
3	STREAM provides access to challenging, STEM-based technology-enhanced curriculum, arts, and activities.

An explanation of why the LEA has developed this goal.

Maintaining a school program that fosters the development of the whole child is integral to our instructional model. This especially benefits low income students who might not otherwise have access to the arts or technology.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students participating in arts-embedded curriculum, music class, and P.E. class	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% of students demonstrating arts and music knowledge through public demonstrations/celebrations	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% of students will be in Healthy Fitness Zone for Aerobic Capacity	2018-19: 70% of students in Healthy Fitness Zone for Aerobic Capacity	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	>75%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual and Performing Arts	STREAM will provide Visual and Performing Arts instruction for all students to ensure a well-rounded student body with broad knowledge of the arts. <ul style="list-style-type: none"> <li>Art lessons (Art Attack online curriculum)</li> </ul>	\$70,871	N

		<ul style="list-style-type: none"> <li>● Winter and Spring Showcase Events (rent theater and each grade level K-8) does a presentation)</li> <li>● Music classes K-2 Vocal and music movement; 3-4 Music reading and recorder/ukulele and school musical; 5th grade flute or trumpet; 6th beginning band; 7/8 Advanced band and perform in community events/parades <ul style="list-style-type: none"> <li>i. Budget: (Full-time Music Specialist; Art Attack; purchase and maintain instruments); \$500 each showcase for theater; band does Veteran's Day parade; Kiddie Parade; Feather Fiesta, Parade of Lights</li> </ul> </li> </ul>		
2	21 <sup>st</sup> Century Skills	<p>STREAM will provide 21st century skills instruction for all students to ensure students are college and career ready.</p> <ul style="list-style-type: none"> <li>● Project-Based Learning</li> <li>● Fall Family Science Night; Spring Family Maker Night (kids showing off something they invented)</li> <li>● Parent &amp; student training on responsible digital citizenship and internet safety, including after-hours tech support</li> <li>● Staff 21<sup>st</sup> century skills PD (technology training and Technology Certificate)</li> <li>● Instructional technology: coding apps</li> <li>● PD and supplemental training on 21<sup>st</sup> century skills to increase achievement for identified subgroups (technology training, PBL, CCSS aligned digital materials) <ul style="list-style-type: none"> <li>i. Budget: high speed internet; staff attending conference ~5K</li> </ul> </li> </ul>	\$17,625	N
3	Enrichment	<p>STREAM will provide a broad range of enrichment and spirit activities, as well as an engaging physical education program for all students to foster positive school culture and student engagement.</p> <ul style="list-style-type: none"> <li>● Physical education program</li> <li>● Field trips <ul style="list-style-type: none"> <li>i. At least 2 daytime field trips per class</li> <li>ii. 5<sup>th</sup>/6<sup>th</sup> 3-day science camp</li> <li>iii. 7<sup>th</sup> Oregon Shakespeare Festival &amp; ScienceWorks museum</li> <li>iv. 8<sup>th</sup> weeklong Washington, D.C.</li> </ul> </li> <li>● Million Word Reader program (via Accelerated Reader)--Lunch with Teacher and Principal for small groups of students who reached a million words and milestones beyond one million.</li> </ul>	\$190,615	N

		<ul style="list-style-type: none"><li>• School Garden (K- butterfly garden; california poppies, irises; healthy foods (salsa parties), fruit trees)<ul style="list-style-type: none"><li>i. Budget: Full-time P.E. Specialist; P.E. equipment, field trips, summer program; \$1000/year for lunches ; garden supplies</li></ul></li></ul>		
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## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8%	\$198,484

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.

### A- Academic Growth and Achievement

#### Needs, Conditions, Circumstances

Our English Learners are not a numerically significant subgroup, so there is no data reported on the CA Dashboard. Our reclassification rate for 2019-20 was 0%.

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

English Language Development

#### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 20 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1). We also aim to ensure that our English Learner progress is at 70% and our reclassification rate increases to 15% within the next three years. We plan to use internal assessment data to gauge progress throughout the year.

## **B- Student Engagement, Climate and Culture**

### Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Orange level. In 2019-20, suspensions decreased for both our Socioeconomically disadvantaged students and for all students. In 2019, our Socioeconomically disadvantaged students had a Chronic Absence rate in the Green level.

### Actions

Based on the data, we have designed the 2021-24 LCAP to implement strategies that effectively improve school culture and parent engagement. Key components of these additional efforts include actions to support regular attendance with our tiered re-engagement process. We have also incorporated Social Emotional Learning program and Behavioral supports system utilizing a Multi Tiered System of Supports and positive behavior approach incentivizing good behavior with STREAM bucks. This system of supports includes providing STREAM spirit wear, reinforcing school culture and celebrating successes. Our teachers provide regular social emotional learning lessons to ensure our students overall well-being is supported. Mental Health supports are also provided as a way to support the well-being of our students and remove additional barriers to learning and engagement.

### Attendance Initiatives

### Social Emotional and Behavior Supports

### Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain low suspensions and positive indicators that students feel safe and connected to the STREAM community. We will also measure progress toward high attendance, and low chronic absenteeism. (see above).

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

By providing additional staffing and ELD-specific materials, we are increasing the quantity of support and materials available to our English Learners. By providing specific staff time devoted to tracking attendance and conducting outreach to ensure high student engagement, we are increasing the support students receive and therefore the amount of instruction they are present to engage in. Our Social Emotional and Behavioral Supports increases the amount of staffing devoted to ensuring a positive school climate and increased support for our Positive Behavioral Intervention Supports program, and to structure rewards for students as they contribute to the positive climate and culture.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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



- 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 <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22.</b>

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

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

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

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



## **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 215,757	\$ 225,757
<b>LEA-wide Total:</b>	\$ 215,757	\$ 225,757
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Hiring & Retention				\$ 621,978	\$ 621,978
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Teacher Development	LEA-wide			\$ 45,696	\$ 45,696
1	2						\$ 11,000
1	2						\$ -
1	2						\$ 20,000
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	Curriculum & Assessment	LEA-wide			\$ 35,664	\$ 35,664
1	3						\$ -
1	3						\$ -
1	3						\$ 36,000
1	3						\$ -
1	3						\$ -
1	4	English Language Development	LEA-wide	EL		\$ 13,000	\$ 13,000
1	4		LEA-wide	EL		\$ 2,950	\$ 2,950
1	4						\$ -
1	4						\$ -
1	4						\$ -
1	4						\$ -
1	5	Academic Intervention					\$ 42,403
1	5		LEA-wide				\$ 68,586
1	5		LEA-wide			\$ 1,386	\$ 1,386
1	5		LEA-wide			\$ 11,131	\$ 11,131
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	6	Long-Term Independent Study				\$ 57,401	\$ 57,401
1	6						\$ -
1	6						\$ -
1	6						\$ -

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1	6							\$ -	
1	6							\$ -	
1	6							\$ -	
2	1	Parent Engagement	LEA-wide			\$	1,500	\$	1,500
2	1		LEA-wide			\$	1,000	\$	1,000
2	1		LEA-wide					\$ -	
2	1		LEA-wide			\$	5,712	\$	5,712
2	1							\$ -	
2	1							\$ -	
2	1							\$ -	
2	2	Parent Communication	LEA-wide			\$	83,259	\$	83,259
2	2		LEA-wide			\$	13,190	\$	13,190
2	2		LEA-wide			\$	5,000	\$	5,000
2	2							\$ -	
2	2							\$ -	
2	2							\$ -	
2	3	Attendance Initiatives	LEA-wide	EL, Low Income, Foster		\$	83,259	\$	83,259
2	3							\$ -	
2	3							\$ -	
2	3							\$ -	
2	3							\$ -	
2	3							\$ -	
2	4	Social Emotional & Behavioral Supports	LEA-wide	Low Income, Foster		\$	52,145	\$	52,145
2	4		LEA-wide	Low Income, Foster		\$	42,403	\$	42,403
2	4		LEA-wide	Low Income, Foster		\$	12,000	\$	12,000
2	4							\$ -	
2	4		LEA-wide	Low Income, Foster		\$	10,000	\$	20,000
2	4							\$ -	
2	4							\$ -	
2	5	Community Engagement				\$	1,000	\$	1,000
2	5					\$	750	\$	750
2	5							\$ -	
2	5							\$ -	
2	5							\$ -	
2	5							\$ -	
2	6	Health & Safety & Facilities				\$	262,000	\$	262,000
2	6					\$	61,448	\$	61,448
2	6							\$	20,000
2	6							\$ -	
2	6							\$ -	
2	6							\$ -	
2	6							\$ -	
3	1	Visual & Performing Arts				\$	66,586	\$	66,586











## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,702,983	\$ 20,000	\$ -	\$ 187,989	1,910,972	\$ 1,240,128	\$ 619,258

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Parent Engagement		\$ 1,500				\$ 1,500
2	1			\$ 1,000				\$ 1,000
2	1							\$ -
2	1			\$ 5,712				\$ 5,712
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	2	Parent Communication		\$ 83,259				\$ 83,259
2	2			\$ 13,190				\$ 13,190
2	2			\$ 5,000				\$ 5,000
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	3	Attendance Initiatives		\$ 83,259				\$ 83,259
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Social Emotional & Behavioral Supports		\$ 52,145				\$ 52,145
2	4			\$ 42,403				\$ 42,403
2	4			\$ 12,000				\$ 12,000
2	4							\$ -
2	4			\$ 10,000			\$ 10,000	\$ 20,000
2	4							\$ -
2	4							\$ -
2	5	Community Engagement		\$ 1,000				\$ 1,000
2	5			\$ 750				\$ 750
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	6	Health & Safety & Facilities		\$ 262,000				\$ 262,000
2	6			\$ 61,448				\$ 61,448
2	6				\$ 20,000			\$ 20,000











## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,702,983	\$ 20,000	\$ -	\$ 187,989	1,910,972	\$ 1,240,128	\$ 619,258

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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## Total Expenditures Table

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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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