

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	REACH Leadership STEAM Academy		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

REACH Leadership STEAM Academy was created to close the achievement gap for underserved youth within our local community. Authorized by Riverside Unified School District in April 2012, the charter school’s vision of involving stakeholders in the decision-making process and school governance has lent itself to an ongoing dialogue between the school and its families, students, teachers and staff. Over half of our enrolled students are classified as Low Income and approximately 30% are English Learners. Student enrollment continues to grow annually beginning with 77 students in 2012 and a projected enrollment of well over 500 students in the 2017-18 school year.

LCAP HIGHLIGHTS

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

Working closely with all stakeholders to align our LCAP with our charter school petition, we have identified 8 goals for focus over the next 3 years:

Goal 1: Increase attendance rate.

Goal 2: Promote Digital Literacy

Goal 3: Increase Language Proficiency level for English Learners

Goal 4: Use ongoing assessment data to inform instruction and support individual student learning.

Goal 5: Effectively execute full implementation of Common Core State Standards

Goal 6: Improve Student Academic outcomes by Increasing Parent Involvement in Learning.

Goal 7: Engage Students in STEAM and project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills.

Goal 8: Increase Academic Performance amongst African American students and reduce suspension rates amongst African American males.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

In reviewing the Smarter Balanced (SBAC) test results for English Language Arts/Literacy, REACH 4th grade students performed at a proficiency rate of 54% which is one percentage point HIGHER than district (53%) test results and 10 percentage points HIGHER than State (44) test results. As it relates to 5th grade performance on the SBAC, REACH 5th graders performed at a proficiency rate of 51% or 2 percentage points lower than district (53%) yet 3 percentage points HIGHER than State (49%) test results.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The dashboard indicator for our LEA was RED as it relates to student suspensions for African American students and RED in mathematics for students taking the SBAC. Research overwhelmingly suggests that educator effectiveness is the key to improving outcomes. In the 2015-16 school year, REACH dealt with teacher turnover and teacher ineffectiveness in third grade in particular. With a stronger 3rd grade teaching team, the expected outcome/improvement in SBAC performance is high.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

African American achievement on SBAC in Mathematics is significantly lower than other subgroups and in some cases 2 levels below Caucasian students. To address the gap, REACH LCAP goals include the following actions:

- African American Parent Advisory Group
- Teacher professional development in Restorative Justice
- Teacher & staff training in Equity
- Targeted interventions for this subgroup.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Actions that will increase and/or improve services to students:

- Providing professional development for certified staff in the areas of Curriculum Implementation and Planning, Technology Integration, Restorative Justice, Small Group Instruction, Whole Brain Thinking, SDAIE strategies, etc. for new and existing teachers
- Supporting Response to Intervention (RTI) certified staff through coaching and other research-based methods

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 5,167,916.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 378,832.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Based on the Minimal Proportionality Percentage (MPP) calculation, services for Low-income students, English Learners, and foster youth are estimated to increase or improve by **9.13 %** in **2017-18** resulting in a total allocation of **\$378,823.00**. A significant portion of those funds has been allocated to support works targeting English Learners, Low-income, and African American males. Use of the increased fund portions are described above.

\$ 4,530,541.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Increase ADA attendance rate to 96%.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase attendance rate to 96% by End of the year.	Actual Average Daily Attendance rate 95.36%.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Purchase incentives for Perfect attendance in a given month. Special recognition for student with perfect attendance per trimester. Additional recognition for students managing perfect attendance all year.	ACTUAL Incentives stirred excitement amongst students. Trimester perfect attendance increased as a result of incentives; however, overall attendance decreased. More accountability needed for parents with students with chronic tardies and absences.
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BUDGETED \$1,500.00	ESTIMATED ACTUAL \$2,500.00
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2

Action

PLANNED Good leaders are punctual. Do book study, "7 Habits of Highly Effective People," with teachers with the intention of incorporating "Leader in Me" schoolwide the following year. Send grant application to "Leader in Me" foundation with the intent of incorporating more well-defined leadership strategies on campus in 2016-17 by becoming a Lighthouse school. 100% attendance rate is the goal of every great leader and is a focus of every Lighthouse School.	ACTUAL Book study postponed until following year.
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Actions/Services

BUDGETED \$4,500.00	ESTIMATED ACTUAL \$0
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Expenditures

3

Action

PLANNED Assistant Director (AD) will perform the following: (1) form a School Attendance Review Board (SARB) pursuant to <i>Education Code</i> Section 48325 (a)(4), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of to monitor and hold parents accountable for students with excessive tardies and absences. Assistant Director will perform the following: (1) form a School Attendance Review Board (SARB), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of attendance, (4) build early interventions (5)	ACTUAL Goal partially met. More attention needed in this area.
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Actions/Services

	recognize students with excellent and improved attendance, (6) link students and families with problematic attendance rates to community resources, etc.	
Expenditures	BUDGETED \$3,200.00	ESTIMATED ACTUAL \$3,200.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To increase attendance rate across grade levels and particularly among low income and underperforming students, many policies and practices have been instituted. (1) Student incentives in the form of monthly, quarterly and annual recognition and (2) creation of School Attendance Review Board.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

By and large, the increase in student recognition led to an 8% increase in quarterly perfect attendance over the prior school year. However, student recognition appears to have had little impact on student attendance rates overall. The lack of a sustained SARB process appears to have led to a lower attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Book study did not occur and has been postponed to the following school year. Postponement of application process for Lighthouse school led decrease in overall budget by \$4,500.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal shall remain unchanged for the 2017-18 school year. With an enforcement of the school attendance policies by the SARB, continual acknowledgement of students with exemplary attendance rates and enforcement of good leadership habits by teaching students sound leadership practices, improvement in attendance rates will be recognized.

Goal 2

Promote digital literacy and enhance overall academic performance through the use of technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

ACTUAL

All students shall improve ELA & Math scores by an average of 5 percent per year until 75th percentile or higher is reached.

SBAC (OVERALL)	2015	2016
ELA STD MET	41	38
MATH STD MET	25	21

Goal not met. Overall SBAC performance decreased by 3 percentage points in ELA and by 4 percentage points in Mathematics.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
Purchase additional technology for student use in small group (2nd grade). 1 iPad cart of 28 devices

ACTUAL
Team opted for the purchase of additional chromebooks for 2nd grade classes in order to prepare students for SBAC by focusing on typing skills.

Expenditures

BUDGETED
\$400 x 28 = \$11,200.00

ESTIMATED ACTUAL
\$10,000.00

Action

2

Actions/Services

PLANNED
Purchase 32 additional chromebooks plus device cart to accommodate additional 4-5 grade classrooms.

ACTUAL
Goal met.

Expenditures

BUDGETED
 $\$300 \times 34 = \$10,500.00$
Cart= 2,000.00

ESTIMATED ACTUAL
\$11,000.00

Action

3

Actions/Services

PLANNED
Purchase additional technology for classroom teacher use (Macbook, iPad, Apple TV, projector).

ACTUAL
Goal met.

Expenditures

BUDGETED
 $\$2,950 \text{ per teacher} \times 3 = \$8,850.00$

ESTIMATED ACTUAL
\$8,850.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Additional handheld devices were purchased for the sake of increasing the device to student ratio. The current device to student ratio is estimated to be 3:1 for grades 3-6.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

By increasing the device to student ratio, students will have more time for SBAC practice to include enhancement of typing skills. A smaller device to student ratio also lends itself to enhanced technology literacy, increased opportunities for research when completing projects, and individualized learning when specific software is utilized. The purchase of additional tech devices for grades 3-6 allowed for more SBAC practice and seemingly more familiarity with the overall expectations of the online State assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The overall budget is projected to be \$1,200.00 less than anticipated as fewer devices were purchased for grades TK-1.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain unchanged for the 2017-18 school year as the overall goal is a device to student ratio of 1:2.

Goal 3

Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency level for students learning English as a second language.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency level for students learning English as a second language.	Reclassification Rate =12% LTELs (Long Term English Learner)= 17%
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Continue with CELDT coordinator in capacity as notated above.	ACTUAL Goal Met.
Expenditures	BUDGETED \$1,500.00 stipend	ESTIMATED ACTUAL \$1,500.00

Action **2**

Actions/Services	PLANNED CELDT Coordinator will meet with parents and include technology training, online access to curriculum and grade books, and Rosetta Stone to teach English after school.	ACTUAL Goal Partially Met.
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Expenditures	BUDGETED \$500.00 for extra prep and meeting time; 100.00 Childcare; \$1,200 technology; \$500 Rosetta Stone	ESTIMATED ACTUAL \$600.00

Action **3**

Actions/Services	PLANNED Purchase Systematic ELD Instructional Material, e.g., EL Achieve	ACTUAL Postponed until 2017-18 school year.
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Expenditures	BUDGETED \$10,000.00	ESTIMATED ACTUAL \$0.00
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Action **4**

Actions/Services	PLANNED Hire additional test proctor at \$20 per hour. Budget includes training and test administration. Hire PT Instructional aide to work specifically with students have failed to advance, on average, 1 CELDT level per year.	ACTUAL Additional test proctors in conjunction with CELDT coordinator met testing needs. Hiring of instructional aide has been postponed until the 2017-18 school year.
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Expenditures	BUDGETED <u>Test Proctors</u> : \$8,000.00 per year <u>Instructional aide</u> : \$12,290.00	ESTIMATED ACTUAL \$22,290.00
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ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	A dedicated CELDT Coordinator held quarterly meetings to provide supports and services to parents of EL students. Additional test proctors were hired and trained to assist with testing needs as enrollment continues to increase annually. Rosetta Stone and technology purchase has been postponed to the 2017-18 school year wherein a more permanent facility will lend itself to a more conducive environment for parent trainings.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the actions of this goal continue to be undeniable. EL students performed 3 percentage points higher than the overall proficiency of all students overall.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Overall expenditures were approximately \$1,800.00 less than approved LCAP budget. The purchase of dedicated technology and software for the purpose of teaching English to parents has been postponed.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal will remain unchanged for the 2017-18 school year as it continues to offer support to ELs and their families. Redesignation rates are expected to increase by 5% for an overall rate of 17% and the LTEL rate is expected to decrease by 3 percent for a rate of 14%.

Goal 4

Use ongoing assessment data to inform instruction and support individual student learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

An average of 75% of all students enrolled at REACH for at least 2 full academic years shall achieve Proficient to Advance on standardized normed assessments, such as STAR 360 in both ELA and Mathematics.

ACTUAL

	OVERALL 2015	OVERALL 2016	2 + YRS 2016
SBAC ELA	41	38	38
SBAC MATH	25	21	33

Goal partially met. While students overall realized a 3 percentage point drop in ELA scores overall, students enrolled for 2+ full academic years have realized an 8 percentage point increase in Mathematics over previous year scores.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.

ACTUAL
 Goal met. In February of 2017, team decided that monthly Data Meetings were needed.

Expenditures

BUDGETED
 .3 FTE- \$2,400

ESTIMATED ACTUAL
 \$2,400.00

Action

2

Actions/Services

PLANNED
Provide teachers with 2 professional development days in order to analyze achievement data, adjust classroom instruction, and level center activities accordingly.

ACTUAL
Goal Met.

Expenditures

BUDGETED
\$5,400.00
sub pay for 1 PD day per teacher

ESTIMATED ACTUAL
\$5,400.00

Action

3

Actions/Services

PLANN
Provide support to new teachers and other teachers as need by way of teacher mentors, grade level team leaders, lead teacher and instructional coach.

ACTUAL
Goal met.

Expenditures

BUDGETED
Coach: \$47,500
Lead Teacher: \$1,000
Team Leaders: \$2,800

ESTIMATED ACTUAL
\$51,300.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teacher data meetings and individual analysis of teaching practices is intended to increase academic performance as teachers reflect on teaching and learning and student response to classroom instruction. Data meetings were held quarterly for the first half of the year. Moving into the second half of the year, meetings were held monthly.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Teacher supports led to an overall increase in teacher retention by more than 50% and an overall teacher satisfaction rate of 90%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Projected budget matched the actual budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will remain unchanged for the 2017-18 school year. An increase in teacher retention and satisfaction rates will positively effect overall student performance.
Student achievement rates should increase as a result of the continual focus on student outcomes.
Current student performance categories are Orange in ELA and Red in Mathematics. Each Targeted performance category is Green. By supporting new teachers, increasing teacher retention rates, and using student data to drive instruction, overall student achievement rates are expected to increase.

Goal 5

Effectively execute full implementation of Common Core State Standards to promote college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Each REACH Cohort shall improve ELA & Math scores on standardized tests and common assessments by an average of 5 percent per year until 75th percentile or higher is achieved.

ACTUAL

ECONOMICALLY DISADVANTAGED (ELA PROFICIENCY RATE)			
SBAC 2016	REACH	RUSD	STATE
BLACK	32	34	25
WHITE	32	49	32
HISPANIC	31	49	47

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Staff professional development in small group instruction & differentiated instruction.	ACTUAL Goal Met.
Expenditures	BUDGETED \$3,500.00	ESTIMATED ACTUAL \$4,000.00

Action **2**

Actions/Services	PLANNED Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.	ACTUAL Goal partially met.
Expenditures	BUDGETED \$9,000.00	ESTIMATED ACTUAL \$4,000.00

Action **3**

Actions/Services	PLANNED Hire additional FTE Reading and Intervention Specialist to provide classroom support and work 1:1 and in small group with students that are not making adequate progress toward academic goals.	ACTUAL Goal Met.
Expenditures	BUDGETED \$35,000.00	ESTIMATED ACTUAL \$35,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Professional development to assist teachers in the implementation of small group and differentiated instruction and standards based curriculum was implemented throughout the school year. Additional Reading specialists were hired to work specifically with disadvantaged youths.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Presently, ELA proficiency rates of disadvantaged youths at REACH in some cases, like African American students, are similar to district and state performance rates in terms of performance. But in the case of disadvantaged White youth, REACH students lag significantly behind district and State levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference of \$5,000.00 exists between budgeted expenditures and estimated actual expenditures. Administration, Lead teachers and mentors led most of the professional development activities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

It’s too early to tell if changes have made a positive impact as actions and services have been instituted this school year. Changes have been made as a result of the current LCAP Evaluation Rubric and Smarter Balanced test results.

Goal 6

Improve student academic outcomes by increasing parent involvement in learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In 2016-17 school year, REACH will become a Homework Free School. Part A of goal is eradicated. Part B- Increase parent participation in school-related activities by 20% as measured by volunteer logs.
 Increase academic achievement for all for all students by 5% from baseline.
 Increase attendance rate by .5 points.
 Maintain expulsion rates.

ACTUAL

Although 4th and 5th grade students performed the same or better than district and State on the Smarter Balanced test in ELA, overall academic achievement rate was not met.
 Attendance goal not met.
 Expulsion rates = 0
 Suspension rates cut by more than half.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 Hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook Navigation, Gradebooks, etc.

ACTUAL
 Goal Met.

Expenditures

BUDGETED
 Stipends:
 .3 FTE- \$2,400
 .2 FTE- \$1,000
 .2 FTE- \$1,000

ESTIMATED ACTUAL
 \$4,600.00

Action

2

Actions/Services

PLANNED
 Continued employment of biliterate office staff member.

ACTUAL
 Goal Met.

Expenditures

BUDGETED
Salary: \$36,426.00.

ESTIMATED ACTUAL
\$36,426.00

Action

3

Actions/Services

PLANNED
Increase number of parent meetings to include: (1) monthly Coffee with the Director Meetings, (2) Dessert with the Director, (3) Title I Parent Workshop, (4) CELDT Parent Workshop meeting, (5) Grade Level Title I Parent Meeting, (6) Build Ties to REACH Parent Meeting, (7) EL & Title I Literacy & Computer Basics Parent Meeting.

ACTUAL
Goal partially met.
Parent meetings included: Director meetings, EL/CELDT Parent Meetings & Workshops.

Expenditures

BUDGETED
.3 FTE- \$2,400
.3 FTE- \$2,400
.3 FTE- \$2,400

ESTIMATED ACTUAL
\$4,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>(1) Although 4th and 5th grade students performed the same or better than district and State in ELA, overall academic achievement rate was not met.</p> <p>(2) Attendance goal of 96% or higher was not met.</p> <p>(3) Expulsion rate remained at zero</p> <p>(4) Suspension rates appear to have been cut by more than half.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The lack of adequate space to engage parents led to a lack luster year as it relates to parent involvement. Although the school realized great parent and family involvement in overall campus activities, it was difficult to get a significant number of parents to participate in parent meetings including PTO, ELAC, and monthly director meetings.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A material difference of \$3,200.00 exists between budgeted expenditures and estimated actual expenditures. Title I parent workshop and trainings have been postponed until the 2017-18 school year where the new facility will allow for facilitation of such programs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A decrease in parent involvement is presumed to have a negative impact on overall student performance. However, it’s too early to tell if changes have made an adverse impact on student achievement. Next year will be a better barometer of the overall effectiveness of this goal.

Goal 7

Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of REACH Students shall participate in Project Based Learning activities and daily Science instruction. The number of students receiving a score of proficient or above on Curriculum embedded assessments shall exceed 75th percentile.

ACTUAL

CURRICULUM EMBEDDED ASSESSMENTS							
	TK/K	1	2	3	4	5	6
ELA	86	83	64	61	51	43	54
MATH	86	80	69	55	48	43	28

Goal met in TK-1. Goal not met 2-6.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Actions/Services

PLANNED Purchase standards-based science curriculum, materials, and refill for existing and new students.	ACTUAL Goal Met.
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Expenditures

BUDGETED \$75,798.00	ESTIMATED ACTUAL \$80,000.00
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Action

2

Actions/Services

PLANNED Provide training for new teachers in WAM (Words about Math) and other project based activities.	ACTUAL Goal Met.
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Expenditures

BUDGETED \$1,955.00	ESTIMATED ACTUAL \$2,000.00
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Action

3

Actions/Services	PLANNED Purchase materials for science lab and engineering activities including PLTW and LEGO Engineering	ACTUAL Goal Partially Met.
Expenditures	BUDGETED \$10,000.00	ESTIMATED ACTUAL \$2,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Standards-based curriculum was purchased for expanding grades and backfilled where needed for lower grade levels. New teachers continue to receive training in school-adopted actions and services related to instruction implementation and teacher effectiveness strategies. Fewer materials were purchased for the science lab than anticipated due to lack of space.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Having 3 students place in the County Science fair speaks to the effectiveness of project-based learning opportunities on campus. However, the school continues to notice a decrease in academic performance as students matriculate to higher grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference of \$4,000.00 exists between budgeted expenditures and estimated actual expenditures. Science lab materials have been postponed until space is available. Only \$2,000.00 was spent in this category as opposed to \$10,000.00. The purchase of standards-based curriculum exceeded the allotted budget by an estimated \$4,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

It’s too early to tell if changes have made a positive impact as actions and services have been instituted this school year. Changes have been made as a result of the current LCAP Evaluation Rubric and Smarter Balanced test results.

Goal 8

Increase academic performance amongst African American males in Reading and Comprehension.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL LEA Plan Goal

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Each African American male student shall improve Reading and Comprehension scores by an average of 5 percent per year until 75th percentile or higher is reached.

ACTUAL

AFRICAN AMERICAN PROFICIENCY RATE		
2016	COMMON ASSESSMENTS	SBAC
ELA	40	34
MATH	35	13

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Appoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress.

ACTUAL

In progress.

Expenditures	BUDGETED \$500.00 stipend	ESTIMATED ACTUAL \$500.00
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Action **2**

Actions/Services	PLANNED Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	ACTUAL In progress.
------------------	--	-------------------------------

Expenditures	BUDGETED \$500 expense; \$200 childcare; \$500 dinner	ESTIMATED ACTUAL \$2,500 training and workshops
--------------	---	---

Action **3**

Actions/Services	PLANNED Teacher professional development in Restorative Justice practices to facilitate a better understanding of how to manage the growth and development of African American students -males in particular.	ACTUAL Partially Met.
------------------	---	---------------------------------

Expenditures	BUDGETED \$3,000.00	ESTIMATED ACTUAL \$1,500.00
--------------	-------------------------------	---------------------------------------

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal is in progress. A number of certified and classified staff have been appointed as liaisons in the creation of an African American Parent Advisory group. Staff have received training and spent the first year planning strategically for the launch of the program in the fall of 2017.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the program has yet to be realized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference of \$1,500.00 exists between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

It’s too early to tell if changes have made a positive impact as actions and services have been instituted this school year. The current year was spent planning.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Feedback from stakeholders continues to be solicited and used to drive LCAP goals and action steps. Local goals from the charter school petition continue to be cross-referenced in the implementation of the school's LCAP. LCAP goals and action steps have been modified to reflect the statutory requirements explicitly applicable to charter schools pursuant to Education Code sections 47605, 47605.5, and 47606.5.

Stakeholder groups include:

Teachers & Staff
Students
Parent Teacher Organization (PTO)
Community Members

Time spent with the various stakeholder groups is dedicated to actively promoting public input in order to obtain stakeholder perspectives and implementing LCAP action steps. Information gathered from stakeholders are updated and reflected in the LCAP. Stakeholder meetings are as follows:

Teacher Meetings:

Monthly Teacher in-service meetings
Ongoing professional development
Team leader meetings
End of the year strategy meeting – Team Leader Retreat

Parent Meetings:

Monthly Board Meetings
Monthly Coffee with the Director Meetings
Dessert with the Director meetings (held in the evening to accommodate working parents)
PTO (Parent-Teacher Organization) monthly meetings
Parent Back-to-School Night
New Parent Orientation meetings

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

LCAP goals and action steps have been modified to reflect the statutory requirements explicitly applicable to charter schools pursuant to Education Code sections 47605, 47605.5, and 47606.5.

The REACH LCAP has been constructed using input from stakeholder groups. The information gathered from stakeholder meetings has been synthesized into specific areas of concern and incorporated into the REACH LCAP goals and action steps for years 2017-2020.

Several areas of concern were identified as follows:

Stakeholder groups expressed a need to know student progress in real-time in order to increase student achievement. Parents, in particular, articulated a desire to know academic progress as early as possible in order to provide better support at home.

ELAC Committee expressed concern with regards to CELDT assessments and would like explicit training in how to improve English proficiency levels and increase Redesignation rates.

Certified staff review of assessment data identified a need for additional teaching strategies to support English Language (EL) and Low-Income students.

Additional stakeholders expressed a desire to see an increase in STEAM offerings and an increase in project-based learning as outlined in the charter petition.

In order to boost student achievement on standardized and common assessments, stakeholder groups expressed an interest in increasing technology and IT network capacity and technology access for all students, particularly English Learners and low-income students.

Teacher and Staff Stakeholder groups expressed concern with Student Attendance Rate and Average Daily Attendance.

Based on stakeholder feedback and identified areas of concern, the areas of need were coded as follows:

Improve student achievement for all students through quality instruction by focusing on targeted professional development for teachers and classroom aides. Actively engage all students in the learning process and improve student outcomes in Math and English Language Arts (ELA) through small, differentiated, flexible instructional groups.

Use ongoing assessment data to inform instruction and support individual student learning.

Provide explicit, targeted instruction to small groups of students who need additional support.

Group underperforming students according to need as identified by DIBLES and other measures in both ELA & Math.

Increase achievement level of English Learners -namely Redesignation rates for students annually.

Increase student achievement by increasing parent involvement as follows: (1) share assessment data regularly, (2) hold parent meetings to increase parent understanding of SBAC (Smarter Balanced Assessment Consortium) and share ways that parents can help to prepare 3-5 grade students for test implementation.

Promote Digital Literacy by increasing technology access and educational software targeting underperforming students.

Create policies that support an increase in Average Daily Attendance Rates.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

Increase ADA attendance rate to 96%.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase overall attendance of low income and low performing students. Baseline attendance rate is 95.36%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate: School Accountability Report Card (SARC)	95.36%	96%	96.5%	96.5%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the purchase of incentives for Perfect attendance in a given month & give special recognition for student with perfect attendance per trimester and for the entire year. Work with staff to devise competition and incentives around class recognition for highest attendance rates.	Continue action step from 2017-18.	Continue action step from 2017-18.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,500.00	Amount	Amount
Source	Source	Source

Budget Reference

4100

Budget Reference

Budget Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Good leaders are punctual. Do book study, "7 Habits of Highly Effective People," with teachers with the intention of incorporating "Leader in Me" schoolwide the following year. Send grant application to "Leader in Me" foundation with the intent of incorporating more well-defined leadership strategies on campus in 2018-19 by becoming a Lighthouse school. 100% attendance rate is the goal of every great leader and is a focus of every Lighthouse School.

2018-19

New Modified Unchanged

First year of Light House school implementation.

2019-20

New Modified Unchanged

Second year of Light House school implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,500.00	Amount:	Amount:
Source: Title II	Source:	Source:
Budget Reference: 4325, 1300	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

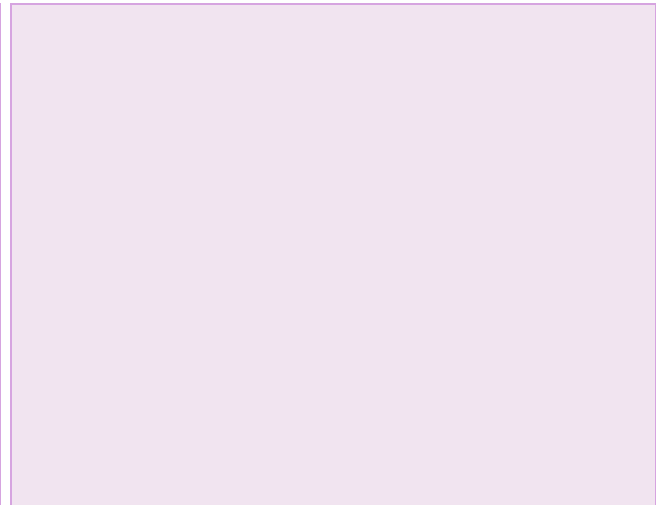
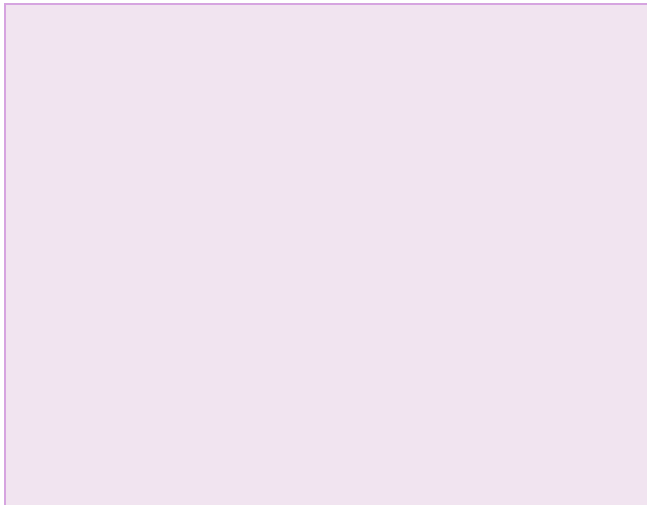
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Assistant Director (AD) will perform the following: (1) form a School Attendance Review Board (SARB) pursuant to <i>Education Code</i> Section 48325 (a)(4), (2) create SARB handbook, (3) ensure early identification of attendance problems through	Continue implementation of previous school year.	Continue implementation of previous school year.

ongoing monitoring and review of to monitor and hold parents accountable for students with excessive tardies and absences. Assistant Director will perform the following: (1) form a School Attendance Review Board (SARB), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of attendance, (4) build early interventions (5) recognize students with excellent and improved attendance, (6) link students and families with problematic attendance rates to community resources, (7) institute Saturday school for students with chronic absenteeism.



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,200.00	Amount		Amount	
Source		Source		Source	
Budget Reference	1300, 4325,	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 2

Promote digital literacy and enhance overall academic performance through the use of technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

All students shall improve ELA & Math scores by an average of 5 percent per year until 75th percentile or higher is reached. ELA and Math SBAC scores are below State benchmarks by 11 percentage points and 16 percentage points respectively.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA Overall	38			
SBAC Math Overall	21			
Device ratio per student. (Goal 1:1)	Grades 3-6 device ration = 3:1			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charterwide</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase additional technology for student use in small group for grades K-2.	None.	None.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,200.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 4420	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase additional chromebooks plus device cart to accommodate additional grade level expansion.	Purchase additional chromebooks plus device cart to accommodate additional grade level expansion.	Purchase additional chromebooks for 1:1 device correspondence for grades 5-6.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,500.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 4420	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter-wide</u>	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase of additional technology for classroom teachers and replace older devices.	Purchase of additional technology for classroom teachers and replace older devices.	Purchase of additional technology for classroom teachers and replace older devices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,850.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 4420	Budget Reference: _____	Budget Reference: _____

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 3

EL students will advance one CELDT Level annually until Redesignated.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency level for students learning English as a second language. Current reclassification rate is 12% and LTEL's make up 17% of EL population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rates	12%			
LTEL's	17%			
SBAC ELA	41			
SBAC Math	22			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Charterwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to designate site CELDT Coordinator to facilitate ELD coordination with teaching staff and train and engage parents in strategies to promote goal of advancing one CELDT level annually for all EL students. CELDT Coordinator will meet with parents quarterly and as needed to discuss performance toward CELDT and other academic goals. CELDT Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.	Continue to designate site CELDT Coordinator to facilitate ELD coordination with teaching staff and train and engage parents in strategies to promote goal of advancing one CELDT level annually for all EL students. CELDT Coordinator will meet with parents quarterly and as needed to discuss performance toward CELDT and other academic goals. CELDT Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.	Continue to designate site CELDT Coordinator to facilitate ELD coordination with teaching staff and train and engage parents in strategies to promote goal of advancing one CELDT level annually for all EL students. CELDT Coordinator will meet with parents quarterly and as needed to discuss performance toward CELDT and other academic goals. CELDT Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,500.00	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: 1100	Budget Reference:	Budget Reference:

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase of ELD instructional materials and supplies.	Purchase of ELD instructional materials and supplies.	Purchase of ELD instructional materials and supplies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000.00	Amount		Amount	
Source		Source		Source	
Budget Reference	4325, 4100	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Quarterly meetings by CELDT Coordinator with EL parents to include technology training, online access to curriculum and grade books.	Quarterly meetings by CELDT Coordinator with EL parents to include technology training, online access to curriculum and grade books.	Quarterly meetings by CELDT Coordinator with EL parents to include technology training, online access to curriculum and grade books.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,300.00	Amount		Amount	
Source		Source		Source	
Budget Reference	1100, 4720, 4325	Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire additional test proctor to assist with administration of CELDT assessments.	Continue to hire additional test proctor to assist with administration of CELDT assessments.	Continue to hire additional test proctor to assist with administration of CELDT assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000.00	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: 2100	Budget Reference:	Budget Reference:

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire Instructional Aide with focus on long term EL students.	Continue to hire Instructional Aide with focus on long term EL students.	Continue to hire Instructional Aide with focus on long term EL students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$12,290.00	Amount		Amount	
Source		Source		Source	
Budget Reference	2100	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 4

Use ongoing assessment data to inform instruction and support individual student learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

An average of 75% of all students enrolled at REACH for at least 2 full academic years shall achieve Proficient to Advance on standardized normed assessments, such as STAR 360 in both ELA and Mathematics. Current ELA proficiency rate is 38% in ELA and 21% in Mathematics overall.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	38			
SBAC Math	21			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charterwide</u>	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.	Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.	Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,400.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 1300	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide teachers with 2 professional development days in order to analyze achievement data, adjust classroom instruction, and level center activities accordingly.	Provide teachers with 2 professional development days in order to analyze achievement data, adjust classroom instruction, and level center activities accordingly.	Provide teachers with 2 professional development days in order to analyze achievement data, adjust classroom instruction, and level center activities accordingly.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,400,00	Amount	Amount
Source Title II	Source	Source
Budget Reference 5863	Budget Reference	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support to new teachers and other teachers as needed by way of teacher mentors, grade level team leaders, lead teacher and instructional coach.	Provide support to new teachers and other teachers as needed by way of teacher mentors, grade level team leaders, lead teacher and instructional coach.	Provide support to new teachers and other teachers as needed by way of teacher mentors, grade level team leaders, lead teacher and instructional coach.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 51,300.00	Amount	Amount
Source	Source	Source
Budget Reference 1100	Budget Reference	Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase of Measures of Academic Progress (MAPS) assessment to track student progress toward end of the year goals.	Renew license	Renew License

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,020.00	Amount	Amount
Source	Source	Source
Budget Reference 4325	Budget Reference	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 5

Effectively execute full implementation of Common Core State Standards to promote college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Each REACH Cohort shall improve ELA & Math scores on standardized tests and common assessments by an average of 5 percent per year until 75th percentile or higher is achieved. Current achievement rates are 37 percentage points below goal in ELA and over 50 percentage points below goal in Mathematics.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	38			
SBAC Math	21			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff professional development in small group instruction & differentiated instruction. for improved outcomes.	Staff professional development in small group instruction & differentiated instruction. for improved outcomes.	Staff professional development in small group instruction & differentiated instruction. for improved outcomes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3,500.00	Amount	Amount
Source	Source	Source
Budget Reference 5863	Budget Reference	Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.	Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.	Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 9,000.00	Amount: _____	Amount: _____
Source: Title II	Source: _____	Source: _____
Budget Reference: 5863, 1300	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to hire additional FTE Reading and Intervention Specialist to provide classroom support and work 1:1 and in small groups with students that are not making adequate progress toward academic goals.	Continue to hire additional FTE Reading and Intervention Specialist to provide classroom support and work 1:1 and in small groups with students that are not making adequate progress toward academic goals.	Continue to hire additional FTE Reading and Intervention Specialist to provide classroom support and work 1:1 and in small groups with students that are not making adequate progress toward academic goals.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$35,000.00	Amount	Amount
Source Title I	Source	Source
Budget Reference 2100	Budget Reference	Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase of standards-based ELA & Math curriculum and Materials to support increased enrollment.	Purchase of standards-based ELA & Math curriculum and Materials to support increased enrollment.	None

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$56,000.00	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: 4100	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase of Read 180 and other research-based, intervention materials.	Renew purchases.	Renew purchases.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$25,000.00	Amount	Amount
Source	Source	Source
Budget Reference 4100, 4420	Budget Reference	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 6

Improve student academic outcomes by increasing parent involvement in learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase parent satisfaction by 5% annually until 95% higher is reached. Current parent satisfaction rate is 86%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	38			
Parent Surveys	86% Satisfaction Rate			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charterwide</u>	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook Navigation, Gradebook, etc.	Continue to hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook Navigation, Gradebook, etc.	Continue to hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook Navigation, Gradebook, etc.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,400.00	Amount: _____	Amount: _____
Source: Title I	Source: _____	Source: _____
Budget Reference: 1100	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continued employment of bi-literate office staff member.	Continued employment of bi-literate office staff member.	Continued employment of bi-literate office staff member.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$36,426.00	Amount: _____	Amount: _____
Source: Title I	Source: _____	Source: _____
Budget Reference: 2400	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase number of parent meetings to include: (1) monthly Coffee with the Director Meetings, (2) Dessert with the Director, (3) Title I Parent Workshop, (4) CELDT Parent Workshop meeting, (5) Grade Level Title I Parent Meeting, (6) Build Ties to REACH Parent Meeting, (7) EL & Title I Literacy & Computer Basics Parent Meeting.	Continue parent meetings to include: (1) monthly Coffee with the Director Meetings, (2) Dessert with the Director, (3) Title I Parent Workshop, (4) CELDT Parent Workshop meeting, (5) Grade Level Title I Parent Meeting, (6) Build Ties to REACH Parent Meeting, (7) EL & Title I Literacy & Computer Basics Parent Meeting.	Continue parent meetings to include: (1) monthly Coffee with the Director Meetings, (2) Dessert with the Director, (3) Title I Parent Workshop, (4) CELDT Parent Workshop meeting, (5) Grade Level Title I Parent Meeting, (6) Build Ties to REACH Parent Meeting, (7) EL & Title I Literacy & Computer Basics Parent Meeting.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,200.00	Amount: _____	Amount: _____
Source: Title I	Source: _____	Source: _____
Budget Reference: 4720, 1300, 4420	Budget Reference: _____	Budget Reference: _____

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 7

Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

100% of REACH Students shall participate in Project Based Learning activities and daily Science instruction. The number of students receiving a score of proficient or above on Curriculum embedded assessments shall exceed 75 percentile. Current common assessments show 63% proficiency rate in ELA and 58% proficiency rate in Mathematics.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Common Assessments	63			
Math Common Assessments	58			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charterwide</u>	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase standards-based science curriculum, materials, and refill for existing and new students.	Purchase standards-based science curriculum, materials, and refill for existing and new students.	Purchase standards-based science curriculum, materials, and refill for existing and new students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$48,107.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 4410, 4325, 4100	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide training for new teachers in WAM (Words about Math), WBTS, engagement strategies, classroom management and other project-based activities.	Provide training for new teachers in WAM (Words about Math), WBTS, engagement strategies, classroom management and other project-based activities.	Provide training for new teachers in WAM (Words about Math), WBTS, engagement strategies, classroom management and other project-based activities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,955.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 1300, 1100	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase materials for science lab and engineering activities including PLTW and LEGO Engineering	Refill materials for science lab and engineering activities including PLTW and LEGO Engineering	Refill materials for science lab and engineering activities including PLTW and LEGO Engineering

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 4420, 5820	Budget Reference: _____	Budget Reference: _____

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 8

Increase academic performance amongst African American and low income students in Reading and Comprehension & Mathematics and decrease suspension rate in African American boys.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

African American achievement gap is visible in all local metrics including classroom common assessments and suspension rates.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC)	100% teachers fully credentialed. Site rated Good-Fair. 100% students have access to approved, Common Core aligned curriculum.	100% teachers fully credentialed. Site rated Good-Excellent 100% students have access to approved, Common Core aligned curriculum.	100% teachers fully credentialed. Site rated Good-Excellent 100% students have access to approved, Common Core aligned curriculum.	100% teachers fully credentialed. Site rated Good-Excellent 100% students have access to approved, Common Core aligned curriculum.
SBAC ELA	34			

SBAC Math	13			
Suspension Rates	50% of students suspended were African American for a total of 12/24.	Reduction in suspensions by 50% or		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Appoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress.	Appoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress.	Appoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500.00	Amount: _____	Amount: _____
Source: Title I	Source: _____	Source: _____
Budget Reference: 1100	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Charterwide Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,200.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 1100, 1300	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.	Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.	Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: _____	Amount: _____
Source: _____	Source: _____	Source: _____
Budget Reference: 1100, 4410, 1300	Budget Reference: _____	Budget Reference: _____

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Charter-wide Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	Continue African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	Continue African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,500.00	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: 1100, 1300	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$378,832.00

Percentage to Increase or Improve Services:

9.13 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions that will improve services to students:

- Providing professional development for certified staff in the areas of Curriculum Implementation and Planning, Technology Integration, Restorative Justice, Small Group Instruction, Whole Brain Thinking, Project-based Activities, Equity, etc.
- Supporting Response to Intervention (RTI) certified staff through coaching and other research-based methods.
- Providing ongoing parent workshops that support Common Core State Standards, SBAC Assessments, and overall student achievement.
- Continued funding of CELDT Coordinator to support and plan services to EL students and families more effectively.
- The purchase of additional Common Core aligned textbooks and materials to accommodate school growth and use of existing materials.

Actions that will increase services to students:

- Personalizing instruction through the purchase and use of educational software.
- Expanding the use of technology by purchasing additional hand-held computer devices and making them available to all students during small group instruction and project-based activities.
- Continue to hire and training Instructional Aides & Reading Specialists who work directly with students who are not making progress toward end-of-the-year reading and math goals with a focus and emphasis on English Learner and African American students.
- Providing supports and services for under-performing students during after-school extended learning activities.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?