

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	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

REACH Leadership STEAM Academy was created to close the achievement gap for underserved youth. 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 less than 10% 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 2018-19 school year.

Enrollment

Student enrollment continues to increase with steadily with a little over 50% of our students considered socio/economically disadvantaged. English Learner enrollment has decreased partly due to reclassification.

<i>Enrollment Data</i>	
Grade Span	K-6
Socioeconomically Disadvantaged	51%
English Learners	7.3%
Foster Youth	.07%

Mission

REACH Leadership STEAM Academy, or for the purposes of this document “REACH”, is a college preparatory elementary school dedicated to bridging the socioeconomic, racial, and digital divide for underserved youth. Our dedicated and highly trained teaching staff are committed to preparing our students for success in college and equipping them to meet the demands of a global society. REACH is committed to developing confident, articulate leaders who will use their life experiences and education to create positive changes in their own lives and within their communities and beyond. Central to its mission is the unwavering belief that if given the proper tools, all students can succeed in school and in the most competitive colleges and universities. REACH believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels.

Vision

As a nurturing learning community, REACH cultivates and empowers global literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. To prepare students for success in competitive four-year colleges and universities, REACH has created a focused learning environment that cultivates students’ characters and academic skills. In line with the school’s mission is the underlying belief that one of the fundamental purposes of education is to empower and give back to the community. In order to do so, students must develop a sense of purpose that exceeds social and economic gain. Through intentional teaching, modeling, and reinforcement of strong character, REACH staff and students operate under the guiding principles of five core values: Leadership, Excellence, Responsibility, Resilience and Service.

Means to Achieve Mission and Vision

To safeguard the academic success for ALL students, REACH Leadership STEAM Academy’s college preparatory curriculum is supported by the following:

1. **High Expectations.** “Schools which establish high expectations for all students –and give them the support necessary to achieve these expectations have high rates of academic success,” (Brook, 1989). REACH students, parents, and staff are held to high levels of expectations. Parents are expected to support their child’s academic and nonacademic endeavors. Students are expected to always do their personal best.
2. **More Time on Task.** In order to close the achievement gap for REACH’s targeted student population, REACH provides a longer school day and a longer school year which allows more time for students to acquire the academic knowledge and skills necessary to be accepted to and graduate from some of the finest college and universities in the nation. More time on task speaks to the idea that students are engaged and learning at all times.
3. **Focus on Results.** By focusing on results, educators are able to: (1) identify the desired results. (What do we want student to learn?); (2) determine the acceptable evidence (e.g., assessment), and (3) plan lessons accordingly. At REACH, assessment is part of the learning process.
4. **More time for Teacher Collaborations.** Assessment results guide classroom instruction and ensure academic rigor among all grade levels so that students are prepared to excel

academically. REACH teachers meet monthly in grade-level teams for collaboration. In doing so, gifted, on target, and at-risk students are able to receive challenging, rigorous pedagogy at their instructional level. Data meetings are held at the end of each trimester. Administrator and teachers disaggregate diagnostic data for the purpose of identifying students needing extra support and to make proper decisions regarding instruction.

LCAP Highlights

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

Working closely with all stakeholders to align LCAP goals with its charter school petition, REACH has identified goals for focus over the next 2 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 lifelong learners and enhance critical thinking and problem-solving skills.

Goal 8: Increase Academic Performance amongst African American students to reduce suspension rates among males of color.

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

California Dashboard Indicators:

Smarter Balanced Assessment Consortium (SBAC) Data Fall 2017

In reviewing the Smarter Balanced Assessment data results (SBAC) for English Language Arts and Mathematics, REACH students made significant progress toward proficiency in English Language Arts (+22.8 points) and Mathematics (+30.6 points). English Learners made significant progress toward English Language acquisition (+14.1%) with an overall proficiency rate of 80.8%. Suspension rates declined by -.05%. See 1.1 Status & Change Report below:

1.1: California Dashboard Status & Change Report

California Dashboard <i>Status & Change Report</i>			
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	Level 3	Medium (1.6%)	Declined -.05%
English Learner Progress		High (80.8%)	Increased Significantly +14.1%
English Language Arts (3-6)	Level 2	Low (11.1 pts below level 3)	Increased Significantly +22.8 pts
Mathematics (3-6)	Level 2	Low (36.1 points below level 3)	Increased Significantly +30.6 pts

When analyzing the various subgroups, nearly all student groups made significant progress toward proficiency, with African American students making the highest gains in both ELA (+32.8 points) and Mathematics (+47.5 points). See 1.2 Student Group Report below:

1.2 : Tableau Public Student Group Report

Riverside County Office of Education Assessment, Accountability & Continuous Improvement Profile <i>Tableau Public</i>		
Student Group	ELA	Math
Black/African American	Level 2; Increased Significantly +32.8 pts.	Level 2; Increased Significantly +47.5 pts
Hispanic	Level 2; Increased Significantly +21.5 pts	Level 2; Increased Significantly +34.7 pts
White	Level 3; Increased +12.3 pts	Level 2; Increased +7.7 pts
Socioeconomically Disadvantaged	Level 2; Increased Significantly +25.5 pts	Level 2; Increased Significantly +34.4 pts
Students with Disabilities	No Color; Declined Significantly -29.1 pts	No Color; Declined Significantly -27.7 pts
English Learner + 4-Year <u>RFEPs</u>	No Color; Declined -6.6 pts	No Color; Increased Significantly +33.3 pts
English Only	No Color; Increases Significantly +25.6 pts	No Color; Increased Significantly +29.4
Homeless Youth	No Color; Increased +6.1 pts	No Color; Increased Significantly +32.4 pts

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

Student Group data above (1.2 Tableau Student Groups) show a significant decrease in academic performance of Students with Disabilities in both English Language Arts (-29.1 points) and Mathematics (-27.7 points). Research overwhelmingly suggests that educator effectiveness is the key to improving student outcomes. In the area of Special Needs, the LEA is in the process of building supports and other measures to support students with disabilities, including counseling services with a licensed clinician and other wrap around services and supports. A new SAI (Special Education teacher) has been hired for the 2018-19 academic school year and additional training for all teachers and staff around Trauma Informed Schools and Inclusion have been scheduled for 2018-19 to better support Students with Disabilities.

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

Performance Levels (California Dashboard 2017)

English Language Arts

The California Dashboard Indicator for LEA student performance in English Language Arts was yellow (Level 2) or 11.1 points below Level 3.

Mathematics

The California Dashboard Indicator for LEA in Mathematics was yellow (Level 2) or 36.1 points below Level 3.

Distance from Level 3

Distance from Level 3 measures how far students are from the lowest possible scale score within the Level 3 as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. While REACH students have made significant gains in both ELA and Mathematics, students must continue along this continuum in order to close the achievement gap that currently exists between them and their higher performing cohorts.

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.

Increased or Improved services

Actions that will increase and/or improve services to students: (1) providing professional development for certified staff in the areas of curriculum implementation and planning, technology integration, Restorative Justice, small group instruction, Whole Brain Teaching strategies, English Learner supports, etc., and (2) 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	\$ 5,234,815.00

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 460,617.00
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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 **11%** in **2018-19** resulting in a total allocation of **\$460,612.00**. A significant portion of those funds has been allocated to support targeting RFEP +4-Years, Students with Disabilities and African American males. Use of the increased funds are described within this Local Control Accountability Plan.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,042,000.00

Annual Update

LCAP Year Reviewed: 2018-19

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

Close the Achievement Gap for all by Increasing the Average Daily Attendance rate to 96%.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5- Pupil Engagement

Annual Measureable Outcomes

Expected	Actual
Attendance Rate 96%	Actual Average Daily Attendance rate 94.5%.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<ol style="list-style-type: none"> 1) Continue with Planned actions and services from the previous year. 2) Incentives for perfect attendance \$2,000.00 3) Increase parent awareness (bulletin boards, signage, parent & student incentives) \$3,500.00 	\$1,500.00	\$66,380.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>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.</p>	<p>Eliminate Action 2. Plan has been aborted.</p>	<p>\$4,500.00</p>	<p>\$0.00</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assistant Director (AD) will perform the following: (1) form a School Attendance Review Board (SARB) pursuant to Education Code 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) recognize students with</p>	<p>Assistant Director (AD) performed the following: (1) created a School Attendance Review Team (SART) pursuant to Education Code Section 48325 (a)(4), (2) created SART handbook, (3) ensured 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 performed the following: (1) formed a School Attendance Review Board (SARB), (2) create SARB handbook, (3) ensured early identification of attendance problems through ongoing monitoring and review of attendance, (4) Is in the process of building early interventions (5) recognized students with excellent and improved attendance, (6) linked students and families with problematic attendance</p>	<p>\$3,200.00</p>	<p>4) SART/SARB formation & execution Certified .20 FTE \$38,440.00 Classified .25 FTE \$11,000.00 Classified .25 FTE \$11,440.00</p>

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.	rates to community resources, (7) Saturday school omitted.		
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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.

The program was slow getting off the ground. By January 2018, most supports were in place to implement and hold accountable a strong attendance program.

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

The attendance rate decreased as opposed to increased which may have been due, in large part, to a bad influenza epidemic. Implementing the new attendance policies and procedures starting at the beginning of the school year should have a significant impact. The program will remain intact. Attendance numbers from the past two years will serve as a barometer of success for next year's goal analysis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Program exceeded budget by over \$60,000.00.

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.

Based on stakeholder feedback, the Lighthouse School initiative has been aborted. All other initiatives will remain in tack.

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 Priorities: Priority 2- Implementation of State Standards

Annual Measurable Outcomes

Expected	Actual
SBAC ELA Overall- 38	ELA- Increased Significantly +22.8 pts ELA
SBAC Math Overall- 21	Math- Increased Significantly +30.6 pts.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional technology for student use in small group for grades K-2.	1) Tech purchase for students: \$30,600.00 2) Tech purchase for classrooms: \$30,900.00 3) School-wide tech purchases: \$11,000.00	\$32,550.00	\$72,500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional Chromebooks plus device cart to accommodate additional grade level expansion.	See Action 1 Above	See Action 1 Above	See Action 1 Above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Purchase of additional technology for classroom teachers and replace older devices.	See Action 1 Above	See Action 1 Above	See Action 1 Above
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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.

Students made significant gains academically on both the Smarter Balanced Assessment Consortium (SBAC) Assessment as a result of early and additional test practice. With an overall increase in ELA SBAC scores of nearly +23 points and just over +30 points in math, an increase in technology and tech support appears to be making a significant impact.

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

By increasing the device ratio, students had more time for SBAC practice and enhancing typing skills. Smaller device to student ratios lends itself to enhanced technology literacy, increased opportunities for research when completing projects, and more 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 state assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget was exceeded by \$39,950.00

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.

This goal was met and exceeded. The LEA will continue to increase technology purchases until a 2:1 ration has been achieved.

Goal 3

Close the Achievement Gap for all: EL Students will advance one CELDT level annually until Reclassified as fluent in English..

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
Reclassification Rates- 12%	
LTEs- 17% SBAC ELA- 41	ELA- RFEPs Declined -6.6 pts
SBAC Math- 22	Math- RFEPs Increased Significantly- 33.3 pts
SBAC English Learner Progress Overall	80.8% Prof. Level 3; Increased Significantly +14.1%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Continue to designate site EL 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. 2) EL Coordinator will continue to meet with parents quarterly and as needed to discuss performance toward ELPAC and other academic goals. EL	In addition to the aforementioned: 1) EL Coordinator will continue to identify students who are eligible for Reclassification with a focus on LTEs (Long-Term English Learners) 2) School site administrators will identify focused students whose progress is monitored on a continual basis. Formative assessment data is reviewed and monitored during PLCs	\$1,500.00	\$44,208.00

Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.	and quarterly data meetings.		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of ELD instructional materials and supplies.	<ol style="list-style-type: none"> 1) ELPAC Coordinator- will continue to assess and monitor the progress of all EL students. Stipend \$1,600.00 Certified .15 FTE \$11,228.00 2) Parent Meetings- Parents will remain informed of ways to access school resources. \$2,000.00 3) Systematic ELD- purchase will complement ELD instruction. Materials \$5,000.00 4) Test Proctor – will assist with new ELPAC testing in the Spring. \$8,000.00 5) Instructional Aide- will provide small group instruction to students who are considered LTELs. 1.0 FTE \$16,380.00 	\$25,000.00	See Action 1 Above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Quarterly meetings by CELDT Coordinator with EL parents to include technology training, online access to curriculum and grade books.		\$2,300.00	See Action 1 Above

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. And Hire instructional aide with focus on Long term EI Students.		\$8,000.00 + \$12,290.00	See Action 1 Above

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.

The dedicated EL Coordinator held quarterly meetings in an effort to provide supports and services to EL parents and students. Additional test proctors were hired and trained to assist with testing needs as the need continued to increase. The EL Coordinator reported that parent attendance declined significantly. It is unclear what the decline was due in part to. Next year childcare and food will be offered at all meetings to see if those factors increase parent participation. However, overall EL students performed extremely well on SBAC assessments with a proficiency rate of over 80%.

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 increased by over +14% toward English Proficiency as measured by SBAC.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall expenditures were approximately \$4,8820 under the approved LCAP budget. The purchase of dedicated technology and software for the purpose of teaching English has been postponed indefinitely.

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 purchase of dedicated technology action item will be eliminated as there no longer seems to be a need. Otherwise, the goal will remain unchanged for the 2018-19 school year as it continues to offer support to EL students and their families.

Goal 4

Close the Academic Achievement Gap for All: Use ongoing Assessment Data to inform Instruction and Support Individual Student Learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Pupil Achievement

Annual Measureable Outcomes

Expected	Actual
SBAC ELA 38	SBAC ELA Growth +22.8 pts.
SBAC Math 21	SBAC Math Growth +30.6 pts.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.	1) Continue the aforementioned except new LCAP goal eliminates the purchase of MAPs assessment license.		
	2) Trimester data meetings .25 FTE \$24,025.00		
	3) New teacher support .40 FTE \$20,162.00 .15 FTE \$10,563.00	\$2,400.00	\$87,010.00
	4) Assessment materials \$13,900.00		
	5) Tech support .30 FTE \$18,360.00		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with 2 professional development days in order to analyze achievement data, adjust classroom instruction, and level center activities accordingly.		\$5,400.00	[Add estimated actual expenditures here]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support to new teachers and other teachers as need by way of teacher mentors, grade level team leaders, lead teacher and instructional coach.		\$1,300.00	[Add estimated actual expenditures here]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of Measures of Academic Progress (MAPS) assessment to track student progress toward end of the year goals.		\$7,020.00	[Add estimated actual expenditures here]

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 responses to classroom instruction. Data meetings were held quarterly. Students showed significant growth on both the ELA and Math SBAC assessments. The LCAP Goal will continue as is with the exception of the MAPS license purchase. The old adage of “if it ain’t broke, don’t fix it,” applies here. The LEA has used STAR 360 normative assessments for the past 3 years. At this point the data is providing the information teachers need to guide instruction. Each year the effectiveness of STAR will be evaluated. Once it no longer provides the necessary feedback, the LEA will assess other programs, e.g., MAPS.

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

Teacher supports led to an overall teacher retention rate of 85% and a 100% school satisfaction rate. Nearly every student group reported significant academic gains on the SBAC as a result of ongoing data analysis and schoolwide focus on data and instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall expenditures were approximately \$77,910 over approved LCAP budget. This is partly due to how work is now being coded to each LCAP budget line item.

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 LCAP goal shall remain unchanged for the 2018-19 school year. As teacher retention continues to remain steady and teacher satisfaction rates continue to rise, the overall positive effect on student performance should continue to improve. Student achievement rates have continued to increase as a result of a continual focus on student outcomes. By supporting new teachers, increasing teacher retention rates, and using student data to drive instruction, overall student achievement rates should continue to rise.

Goal 5

Close the Achievement Gap for All: Each REACH Cohort shall improve ELA & Math scores on standardized tests and common assessments by an average of 5% per year until 75th percentile or higher is achieved.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2- Implementation of State Standards

Annual Measureable Outcomes

Expected	Actual
SBAC ELA- 38	SBAC ELA Growth +22.8 pts.
SBAC Math- 21	SBAC Math Growth +30.6 pts.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff professional development in small group instruction & differentiated instruction for improved outcomes.	1) Continue the aforementioned actions and services with the exception of Read 180.		
	2) Professional Development .5 FTE \$2,520.00	3,500.00	\$38,520.00
	3) Reading specialist 1.0 FTE \$36,530.00		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.		\$9,000.00	See Action 1 Above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.		\$35,000.00	See Action 1 Above

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of standards-based ELA & Math curriculum and Materials to support increased enrollment.		\$56,000.00	See Action 1 Above

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of Read 180 and other research-based, intervention materials.		\$25,000.00	See Action 1 Above

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, differentiated instruction and standards based curriculum was implemented throughout the school year. Additional Reading Specialists were hired to work specifically with disadvantaged youth.

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

Presently, all student groups, with the exception of Special Education and RFEPs in ELA made significant gains academically on the SBAC in ELA and Math. Based on test results, students appear to be making adequate progress toward Goal 5 goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference of \$58,480.00 exists between budgeted expenditures and estimated actual expenditures. Savings were recognized as most of the trainings were led on-site.

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.

School found a reading remediation program that saved a significant amount of money to the LEA. The LEA will dispense with the purchase of Read 180. Otherwise, the LCAP goal appears to be effective and will remain unchanged and slightly modified for now.

Goal 6

Close the Achievement Gap for All: Improve student academic outcomes by increasing parent involvement in learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Parent Involvement

Annual Measureable Outcomes

Expected	Actual
Parent Satisfaction Survey 86%	78% indicate child is safe at school
	87.91% satisfied with instruction provided by teachers
	75.82% would recommend REACH to a friend

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook Navigation, Gradebook, etc.	<ol style="list-style-type: none"> 1) Continue the aforementioned actions and services. 2) Livestream meetings: audio/visual \$1,200.00; .15 FTE 9,000.00 3) Parent meetings .15 FTE \$11,228.00 4) Translating services: .25 FTE \$11,440.00; .40 FTE 10,296.00 5) Increase no. of parents participating in meetings: Classified .20 FTE \$9,000.00; Food, childcare, materials \$4,000.00; Watch Dogs .20 FTE 	\$4,500.00	\$65,766.00

	\$9,152.00 + startup \$450.00		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued employment of bi-literate office staff member.		\$36,426.00	[Add estimated actual expenditures here]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.		\$7,200.00	[Add estimated actual expenditures here]

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.

Overall parent participation in informational meetings has declined significantly. Parent participation in student events continues to remain high. Overall parents express a high level of satisfaction relative to teachers, school environment, school safety and curriculum. However, there is room for growth

relative to overall satisfaction rates as being measured by a willingness to refer others to REACH (75%).

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

After many efforts to engage parents more in stakeholder meetings, the LEA continues to see a lull in interest. However, a willingness to serve on the school governing board has increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference exists between budgeted expenditures and estimated actual expenditures. The goal was under budgeted by over \$17,000.00.

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. At this point the impact seems negligible. The LEA intends to enhance parent participation by being creative in how parents can involve themselves in activities that are held after school or during the day, e.g. offer childcare, dinner, opportunities to Skype meetings, etc. LEA will continue to monitor parent participation in the 2018-19 school year.

Goal 7

Close the Achievement Gap for All: Engage students in STEAM 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 Priorities: Priority 1- Basic Services; Priority 2- Implementation of State Standards; Priority 4- Pupil Achievement

Annual Measureable Outcomes

Expected	Actual
ELA Common Assessments- 63	African American ELA +32.8 pts.
Math Common Assessments- 58	African American Math +47.5 pts.
	Hispanic ELA +21.5 pts.
	Hispanic Math +34.7 pts.
	White ELA +12.3 pts.
	White Math +7.7 pts.
	Socioeconomically Disadvantaged ELA +25.5
	Socioeconomically Disadvantaged Math +34.4 pts.
	Students w Disabilities ELA -29.1 pts.
	Students w Disabilities Math -27.7 pts.
	English Learner + 4-Year RFEPs ELA -6.6 pts.
	English Learner + 4-Year RFEPs Math +33.3 pts.
	English Only ELA + 25.6 pts.
	English Only Math +29.4 pts.
	Homeless Youth ELA +29.4 pts.
	Homeless Youth Math +32.4 pts.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase standards-based science curriculum, materials, and refill for existing and new students.	1) Continue the aforementioned actions and services. 2) Purchase of standards based curriculum and materials \$28,100.00 3) Science materials \$20,000 4) Science Camp \$30,780.00	\$48,107.00	\$78,880.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training for new teachers in WAM (Words about Math), WBTS, engagement strategies, classroom management and other project-based activities.		\$1,955.00	[Add estimated actual expenditures here]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase materials for science lab and engineering activities including PLTW and LEGO Engineering.		\$10,000.00	[Add estimated actual expenditures here]

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 continues to be purchased annually. Existing curriculum is replaced by more updated versions. Consumable materials are purchased annually. New REACH teachers

continue to be trained in school-adopted actions and services related to instruction implementation and teacher effectiveness strategies. Fewer materials were purchased than was allotted for. Overall goal will remain intact.

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

REACH students continue to show good problem-solving skills and a willingness to tackle difficult tasks. All grade levels participate in monthly extended project-based activities and more extended STEAM Expo assignments. Increasing project-based opportunities will continue to be a goal into next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference exists between budgeted expenditures and the estimated actual expenditures. The budget was exceeded by over \$18,000.00.

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.

Student engagement is at its peak during project-based activities. Students report the highest degree of satisfaction during unfettered, student-led, project-based activities. Student academic performance on state assessments exceeded expectations. The LCAP goal no. 6, as is the case with others, closely aligns with the LEA's charter petition and will remain a staple in curricula offerings for years to come.

Goal 8

Close the Achievement Gap for All Students: Increase Academic Performance amongst African American students and low income students in ELA and Mathematics and decrease suspension rates for African American students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil achievement; Priority 5 Pupil Engagement

Local Priorities: Close the African American Achievement gap in ELA & Mathematics

Annual Measureable Outcomes

Expected	Actual
SBAC ELA- 34	Level 2; Increased Significantly +32.8 pts.
SBAC Math- 13%	Level 2; Increased Significantly +47.5 pts.
Suspension Rates- Level 1 (Calif. Dashboard)	Suspension Rate- Level 3 (California Dashboard)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<ol style="list-style-type: none"> 1) Continue the aforementioned actions and services. 2) Teacher liaison Stipend \$700 3) Certified .20 FTE \$12,934.00 4) AA Advisory group Classified .10 FTE \$8,100.00 Certified .05 FTE \$4,800.00 5) Professional Development Certified .05 FTE \$4,800.00 	\$500.00	\$31,334.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.		\$1,200.00	[Add estimated actual expenditures here]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the while all students improve and in managing the growth and development of African American students -males in particular		\$2,000.00	[Add estimated actual expenditures here]

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.

The LEA made lots of progress toward this goal. A team of staff members have been identified to head up the AAPAC. Staff participated in 4 days of training throughout the school year. The program should be fully implemented in the 2018-19 school year.

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

The effectiveness of the program shall be determined in the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference exists between budgeted expenditures and estimated actual expenditures. The program was under budgeted by over \$29,000.00.

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 staff who were trained in the prior year to implement the program did not return. A new group of staff members participated in a year of training and preparation. Next year will be the pilot year of the program.

Stakeholder Engagement

LCAP Year: 2018-19

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)

Parent Back-to-School Night

New Parent Orientation Meetings

3 Specific LCAP meetings held both in the morning and in the evening.

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.

Areas of concern were identified as follows:

Stakeholders expressed few concerns with LCAP goals and implementation. Most were pleased with the overall success and progress of the school. Areas in need of improvement:

- 1) Student Attendance Rate and Average Daily Attendance.
- 2) After school pick-up.
- 3) Communication of some teachers with parents.
- 4) Friendliness of front office staff.
- 5) All stakeholders felt school should drop goal to become a Lighthouse School. The process is too costly and time-consuming.

The biggest area of concern was the LEA's new Special Education department. The Executive director will work with the new SPED director to strengthen the program and services.

100% of teachers reported, through an anonymous survey, that they look forward to coming to work each day. They expressed high satisfaction rates around administrator feedback and support. The LEA boasts of a teacher retention rate of 85% going into the 2018-19 school year. Work around building a strong school culture appears to be working.

LCAP goals for next year will remain intact. Action items have been condensed. After the new SBAC data has been analyzed, the LEA will make adjustments to LCAP goals for the following LCAP year(s).

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Close the Achievement Gap for All: Increase ADA attendance rate to 96%.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5- Pupil Engagement

Identified Need:

Increase ADA attendance rate to 96%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Attendance Rate: School Accountability Report Card (SARC)	95.36%	94.5%	95.5%	96%

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

- 1) Focus on the use of data to support improved student attendance.
- 2) Parent meeting held monthly to focus on providing assistance to families who struggle to get to school on time each day.
- 3) Strengthen SART/SARB procedures and protocols.
- 4) Increase parent awareness of LEA's attendance policies and procedures.
- 5) Increase incentives and school-wide participation in LEA-wide attendance awareness assemblies and other activities.

Location(s):

Students to be Served:

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

(Select from All, Students with Disabilities, or Specific Student Groups)

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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low income	LEA-wide	All grades
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
2017-18 Actions/Services 1) Incentives for Perfect Attendance \$1,500.00 2) Leadership Lighthouse School \$4,500.00 3) SART (School Attendance Review Team) Certified \$3,200.00	2018-19 Actions/Services 5) Incentives for perfect attendance \$2,000.00 6) Increase parent awareness (bulletin boards, signage, parent & student incentives) \$3,500.00 7) SART/SARB formation & execution Certified .20 FTE \$38,440.00 Classified .25 FTE \$11,000.00 Classified .25 FTE \$11,440.00	2019-20 Actions/Services 1) Incentives for perfect attendance \$2,000.00 2) Increase parent awareness (bulletin boards, signage, parent & student incentives) \$3,500.00 3) SART/SARB formation & execution Certified .20 FTE \$38,440.00 Classified .25 FTE \$11,000.00 Classified .25 FTE \$11,440.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,200.00	\$66,380.00	\$66,380.00
Source			
Budget Reference	4100	4100; 1300; 4325	4100; 1300; 4325

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Close the Achievement Gap for ALL: Promote digital literacy and enhance overall academic performance for all students through the use of technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2- Implementation of State Standards

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC (3-6)	ELA 38% Prof Overall	Increased 22.8 pts.		
SBAC (3-6)	Math 21% Prof Overall	Increased 30.8 pts.		
Students w Disabilities	ELA 21% Prof Overall	Declined 27.7 pts.		

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

- 1) School administrators will monitor the progress of all students, particularly Students with Disabilities, on an on-going basis.
- 2) Formative and Summative data of students will be reviewed during PLCs and school-wide Data Meetings. Instruction will be modified accordingly.
- 3) IEP goals will be monitored closely by classroom teacher, SAI (Special Ed teacher), and school administrators.
- 4) IEPs may contain Behavior Support Plans based on individual student needs as determined by data.
- 5) If students are not making adequate progress, a meeting with parents shall be convened and supports and goals revisited/revised.
- 6) All students with Disabilities are served in the Least Restrictive Environment.
- 7) Tier I Instruction will continue to be the focus of continuous improvement with a focus on engagement, leveled learning, small group instruction and strategic pullouts.
- 8) Teacher and student resources shall be increased through Google Classroom.
- 9) LEA will make additional purchases of technology for teachers and students.

10) One full day of training on Trauma Informed Schools will be provided by El Dorado County SELPA.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

- 1) Tech purchases for students:
\$23,700.00
- 2) Tech purchase for classrooms
\$8,850.00

2018-19 Actions/Services

- 4) Tech purchase for students:
\$30,600.00
- 5) Tech purchase for classrooms:
\$30,900.00
- 6) School-wide tech purchases:
\$11,000.00

2019-20 Actions/Services

- 1) Tech purchase for students: \$30,600.00
- 2) Tech purchase for classrooms: \$30,900.00
- 3) School-wide tech purchases: \$11,000.00
- 4) Classified staff
.30 FTE \$18,300.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,550.00	\$72,500.00	\$90,800.00
Source			
Budget Reference	4420	4420	4420; 1400

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Closing the Achievement Gap for All: EL students will advance one ELPAC level annually until Reclassified.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil Achievement

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Reclassification	12%	N/A Due to change in statewide test structure		
SBAC ELA	70.7%	Increased 14.1%		
SBAC Math (RFEP)	---	Increased 33.3 pts		

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

- 1) All EL students will make at least one year's growth in learning English until Reclassified.
- 2) All ELs will achieve Proficiency in English as measured by new ELPAC.
- 3) SW strengthen Tier 1 Instruction by leveling instruction to meet the needs of each student.
- 4) SW continue to develop Multi-tiered systems of support to meet the needs of each child individually. Supports include (a) strengthening teaching teams through professional

development and teacher collaboration, (b) providing and strengthening mental health services and referrals, (3) offering strategic intervention for students not at grade level, and (4) ongoing monitoring of student progress toward academic goals.

- 5) ELD instructors will align ELD Standards with California Common Core State Standards and focus on key strategies to support both integrated and designated lessons.
- 6) Wait time, flexible groupings and structured talk will continue to be utilized throughout the day.
- 7) ELPAC Coordinator will (a) conduct school-wide goal setting conversations in an effort to reclassify EL students, (b) conduct parent meetings on how to interpret ELPAC and SBAC data, (c) conduct a minimum of 3 general meetings per year to assist EL parents with gaining access to school personnel and resources, and (d) assist teachers in formulating a plan of action in order to change the status of focus EL students.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Unduplicated Student Groups

All grade levels

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

- 1) CELDT Coordinator
Stipend \$1,500.00
- 2) Parent Meeting
\$2,300.00
- 3) Purchase of Systematic ELD Materials
\$25,000.00
- 4) Test Proctor
\$8,000.00
- 5) Instructional Aide
\$12,290.00

2018-19 Actions/Services

- 6) ELPAC Coordinator- will continue to assess and monitor the progress of all EL students.
Stipend \$1,600.00
Certified .15 FTE \$11,228.00
- 7) Parent Meetings- Parents will remain informed of ways to access school resources.
\$2,000.00
- 8) Systematic ELD- purchase will complement ELD instruction.
Materials \$5,000.00

2019-20 Actions/Services

- 1) ELPAC Coordinator
Stipend \$1,600.00
Certified .15 FTE
\$11,228.00
- 2) Parent Meetings \$2,000.00
- 3) Systematic ELD Materials \$5,000.00
- 4) Test Proctor \$8,000.00
- 5) Instructional Aide
1.0 FTE \$16,380.00

	<p>9) Test Proctor – will assist with new ELPAC testing in the Spring. \$8,000.00</p> <p>10) Instructional Aide- will provide small group instruction to students who are considered LTELs. 1.0 FTE \$16,380.00</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,090.00	\$44,208.00	\$44,208.00
Source	Title II	Title II	Title II
Budget Reference	4325; 1300	4325; 1300	4325; 1300

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Close the Achievement Gap for All: Use ongoing assessment data to inform instruction and support individual student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Pupil Achievement

Identified Need:

An average of 75% of all students enrolled at REACH for at least 2 full academic years shall achieve proficiency on standardized normed assessments, such as the SBAC in both ELA and Mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Dashboard Status Report-ELA	33.9 pts below Level 3	11.1 pts below Level 3		
Dashboard Status Report-Math	66.7 pts below Level 3	36.1 pts below Level 3		

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

- 1) SW increase capacity and building plan through principal and vice principal conferences and trainings.
- 2) SW provide ongoing and continuous support for strengthening school policies and practices to build a sense of collective responsibility for the achievement of all students.
- 3) School administrators will conduct regular classroom visits with a lens on students who represent equity challenges and will provide support and feedback to teachers and intervention staff around strengthening teaching and learning practices to ensure equitable outcomes.
- 4) All teaching and support staff will participate in Summer Professional Development.
- 5) Coaching and 2 Professional Development Days will continue to be offered to all new teachers and teachers identified as needing support.
- 6) This year's team focus will be on Strengthening Multi-tiered Systems of Support.
- 7) Response to Intervention will continue to provide scaffolds to students as needed.
- 8) SW identify students who are on the outside of the learning continuum and will form Learning Partnerships with Students to support the success of all.
- 9) SW focus on building a strong school culture where staff share equally in the responsibility of student learning.
- 10) Once student needs are identified through ongoing progress monitoring, RTII will become one of the vehicles whereby students are taught at their instructional levels.
- 11) New teacher supports will continue to include an assigned coach and mentor for all new teachers, classroom visits and observations, peer teacher feedback, training specific to new teachers situations.
- 12) Support programs and professional development will continue to be available to all teachers who want to improve instructional practices.
- 13) Teacher training will include but is not limited to: classroom management, relevant pedagogy, equity and access, strategies for teaching English Learners, Trauma Informed Schools.

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Low income, Students with Disabilities

All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 1) Trimester Meetings
Certified \$2,400.00
- 2) Professional Development Days
Certified \$5,400.00
- 3) New teacher support
\$51,300.00
- 4) Measures of Academic Progress (MAPS Assessment License)
\$7,020.00

- 6) Trimester data meetings
.25 FTE \$24,025.00
- 7) New teacher support
.40 FTE \$20,162.00
.15 FTE \$10,563.00
- 8) Assessment materials \$13,900.00
- 9) Tech support
.30 FTE \$18,360.00

- 1) Trimester data meetings
.25 FTE \$24,025.00
- 2) New teacher support
.40 FTE \$20,162.00
.15 FTE \$10,563.00
- 3) Assessment materials
\$13,900.00
- 4) Tech support
.30 FTE \$18,360.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	66,120.00	\$87,010.00	\$87,010.00
Source	Title II	Title II	Title II
Budget Reference	1300; 5863; 1100; 4325	1300; 5863; 1100; 4325	1300; 5863; 1100; 4325

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Close the Achievement Gap for All: 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 Priorities: Priority 2- Implementation of State Standards

Identified Need:

Socioeconomically disadvantaged students in grades 3-6 shall improve SBAC ELA & Math scores by an average of 5 percent per year until the 75th percentile or higher is achieved.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
SBAC ELA	15.05 pts	Increased 25.5 pts.		
SBAC Math	---	Increased 34.4 pts.		

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

- 1) Provide Professional Development, coaching, and instructional resources to teaching teams.
- 2) SW provide site-based professional development including but is not limited to: sound instructional teaching strategies, Whole Brain Teaching, differentiation, engagement, formative and common assessments, Socratic seminar, and culturally relevant curriculum and instruction with a focus on strengthening Tier I Instruction.
- 3) SW hold continue to hold monthly Professional Learning Communities and teacher training and in-services.

- 4) SW provide Additional training in Singapore Math Strategies
- 5) Teachers will be offered additional release time to allow teachers and teaching teams time for preparation and planning.
- 6) Teachers will attend Get Your Teach On and other teacher conferences designed to support teaching and learning.
- 7) SW focus on teaching students growth mindset with a focus on grit.
- 8) To increase exposure and with a focus on equity, all sixth graders will tour a college campus annually.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low income	LEA-wide	Grades 3-6
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

- 1) Professional Development
Conference fees \$3,500.00
- 2) Reading Specialist
1.0 FTE \$35,000.00
- 3) New teacher support
\$9,000.00
- 4) Standards based curriculum & materials
\$56,000.00
- 5) Read 180 & Intervention Materials
\$25,000.00

2018-19 Actions/Services

- 4) Professional Development
.5 FTE \$2,520.00
- 5) Reading specialist
1.0 FTE \$36,530.00

2019-20 Actions/Services

- 1) Professional Development
.5 FTE \$2,520.00
- 2) Reading specialist
1.0 FTE \$36,530.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$128,500.00	\$38,520.00	\$38,520.00
Source	Title I; Title II	Title I; Title II	Title I; Title II
Budget Reference	5863; 1300; 2100; 4100	5863; 1300; 2100; 4100	5863; 1300; 2100; 4100

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

Close the Academic Achievement Gap for All: Increase student academic outcomes by increasing parent involvement in learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Parent Involvement

Identified Need:

Increase parent satisfaction by 5% annually until 95% or higher is achieved in overall parent satisfaction.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Parent Satisfaction Survey	---	78% indicate child is safe at school		
Parent Satisfaction Survey	---	87.91% satisfied with instruction provided by teachers		
Parent Satisfaction Survey	---	75.82% would recommend REACH to a friend		

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

- 1) Increase parent involvement and participation in school events through multiple outreach efforts: (a) updated weekly electronic reminders, (b) website kept updated with current school events, (c) family lunch and other events held on campus.
- 2) Kinder Round-up parent meeting prior to school starting
- 3) School-wide Parent Meet & Greet event to introduce parents to teachers and staff.
- 4) Several events held on campus to welcome families: (1) family educational nights and hands-in STEM events on campus, (2) Singapore Math Night, (3) SBAC Night, (4) Santa's Workshop, (5) Sweethearts Dance, (6) Talent Show, (7) Spring Performance and Fundraiser, STEAM Expo Night.
- 5) Regular parent meetings with the director.
- 6) Ultimately, family engagement is an equity issue. Administrative staff will look to increase communication and engagement with EL, low income, and minority families.
- 7) Phone and written communications will continue to be sent in both English and Spanish.
- 8) The LEA will recruit, hire and train effective clerical staff who promote a welcoming school climate and who provide effective operations and support for students, parents and staff.
- 9) SW train parents for leadership advisory groups.
- 10) To foster Multi-Tiered Systems of Support, counseling services will continue to be available, free of charge, for families demonstrating need.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Low Income	All grade levels
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1) Parent meetings \$5,400.00</p> <p>2) Translating services \$36,426.00</p> <p>3) Increase number of parent meetings \$7,200.00</p>	<p>6) Livestream meetings: audio/visual \$1,200.00; .15 FTE 9,000.00</p> <p>7) Parent meetings .15 FTE \$11,228.00</p> <p>8) Translating services: .25 FTE \$11,440.00; .40 FTE 10,296.00</p> <p>9) Increase no. of parents participating in meetings: Classified .20 FTE \$9,000.00; Food, childcare, materials \$4,000.00; Watch Dogs .20 FTE \$9,152.00 + startup \$450.00</p>	<p>1) [Livestream meetings: audio/visual \$1,200.00; .15 FTE 9,000.00</p> <p>2) Parent meetings .15 FTE \$11,228.00</p> <p>3) Translating services: .25 FTE \$11,440.00; .40 FTE 10,296.00</p> <p>4) Increase no. of parents participating in meetings: Classified .20 FTE \$9,000.00; Food, childcare, materials \$4,000.00; Watch Dogs .20 FTE \$9,152.00 + startup \$450.00</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,026.00	\$65,766.00	\$65,766.00
Source	Title I	Title I	Title I
Budget Reference	1100; 2400; 4720; 1300; 4420	1100; 2400; 4720; 1300; 4420	1100; 2400; 4720; 1300; 4420

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

Close the Achievement Gap for All: Engage students in STEAM and project-based learning activities to promote lifelong learners and enhance critical thinking and problem solving skills: Students have equitable access to rigorous, standards-based curricula and skills in applying technologies to leverage learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1- Basic Services; Priority 2- Implementation of State Standards; Priority 4- Pupil Achievement

Identified Need:

100% of REACH students shall participate in project-based learning activities and daily science activities. The number of students receiving a score of proficiency or above on curriculum embedded & standardized assessments shall exceed 75%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
SBAC ELA 3rd	29% Prof	55.38% Prof		
SBAC Math 3rd	22% Prof	47.69% Prof		
SBAC ELA 4 th	54% Prof	43.24% Prof		
SBAC Math 4 th	20% Prof	33.79% Prof		
SBAC ELA 5 th	52% Prof	40.63% Prof		
SBAC Math 5 th	17% Prof	15.63% Prof		
SBAC ELA 6 th	---	56% Prof		
SBAC Math 6 th	---	32% Prof		

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

- 1) Strengthen Tier I instruction via training, Professional Development, and classroom observations
- 2) Increase the availability of standards-aligned instructional materials for all students
- 3) Provide targeted professional development for project-based learning
- 4) Continue to promote schoolwide, monthly extended project-based STEAM activities

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All grades
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

- 1) Purchase Standards based curriculum and materials
\$48,107.00
- 2) New teacher training
\$1,955.00
- 3) Purchase STEM Materials
\$10,000.00

2018-19 Actions/Services

- 5) Purchase of standards based curriculum and materials
\$28,100.00
- 6) Science materials \$20,000
- 7) Science Camp \$30,780.00

2019-20 Actions/Services

- 1) Purchase of standards based curriculum and materials
\$28,100.00
- 2) Science materials \$20,000
- 3) Science Camp \$30,780.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$60,062.00	\$78,880.00	\$78,880.00
Source			
Budget Reference	4410; 4325; 4100; 1300; 1100; 4420	4410; 4325; 4100; 1300; 1100; 4420	4410; 4325; 4100; 1300; 1100; 4420

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 8

Close the Achievement Gap for All: Increase academic performance amongst African American and low income students in ELA and Mathematics and decrease suspension rates for African American males.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil achievement; Priority 5 Pupil Engagement

Local Priorities: Close the African American Achievement gap in ELA & Mathematics

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
SBAC ELA	34% Prof	40% Prof		
SBAC Math	13% Prof	30% Prof		
Suspension Rate: Calif. Dashboard	Level 1	Level 3		

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

- 1) Intervention team will continue to have a caseload of approximately 20 students.
- 2) Focus will continue to be on African American subgroup until 75% proficiency is reached.
- 3) Interventionist & administrative team will monitor academic progress, behavior and attendance of AA subgroup and connect students with resources to ensure academic as well as social-emotional success.
- 4) Teachers will monitor progress during PLCs and trimester data meetings.
- 5) SW develop a culture of equity and excellence, shifting mindsets around labeling students through ongoing training and support.
- 6) SW conduct professional development for administrative staff and teachers in the area of Restorative Justice Practices including Circles, student-led conferencing, Introduction to Restorative Practices.
- 7) PBIS training included 2 half days of training around the PBIS framework. SW visit PBIS framework in the fall with an eye on continuous growth and implementation.
- 8) Interventionist will carry caseloads of AA students who are at-risk of academic failure.
- 9) Administrative staff and interventionists will create educational goals outlining benchmarks, supports, and goals for students in need of additional monitoring and support.
- 10) Interventionists will continue to push-in to class and deliver pull-out services multiple times per week to provide needed assistance in areas of academic support and will link students to resources for social/emotional support as needed.
- 11) SW expand Restorative Practices and PBIS supports via professional development, training and LEA-wide initiatives.
- 12) SW continue to provide training in the PBIS framework and how it fits into an integrated Multi-Tiered System of Support.
- 13) SW develop Systems of Support that build relationships and monitors progress of males of color, African American males in particular.
- 14) Teachers and staff will participate in Professional Development aimed at creating and supporting students of color.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

African American

All grade levels

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1) Teacher Liaison
\$500.00

2) African American Advisory Group
\$1,500.00

3) Teacher Professional Development
\$2,000.00

6) Teacher liaison
Stipend \$700

7) Certified
.20 FTE \$12,934.00

8) AA Advisory group
Classified .10 FTE \$8,100.00
Certified .05 FTE \$4,800.00

9) Professional Development
Certified .05 FTE \$4,800.00

1) Teacher liaison
Stipend \$700

2) Certified
.20 FTE \$12,934.00

3) AA Advisory group
Classified .10 FTE \$8,100.00
Certified .05 FTE \$4,800.00

4) Professional Development
Certified .05 FTE \$4,800.00

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.00	\$31,334.00	\$31,334.00
Source	Title I	Title I	Title I
Budget Reference	1100; 1300; 4410	1100; 1300; 4410	1100; 1300; 4410

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 460,612.00

11%

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.

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 EL 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 handheld 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 underperforming students during after-school extended learning activities.
- Provide additional services and supports for Students with Disabilities
- Provide additional services and supports for English Learners
- Provide additional services and supports to students of color

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.

- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. A 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?

