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.

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2017-20 Plan Summary

THE STORY

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

The REACH School offers its site-based and Independent Study programs to Transitional Kindergarten through 8th grade students. REACH actively recruits a student population that is reflective of the demographics of the general population residing within the territorial jurisdiction of the Sebastopol Union School District. The school has consistently served an average of 98 students in its last three school years.

The school maintains a small school environment with the current classroom to teacher ratio set at 20:1 for grades Tk-1st grade and 24:1 for 2nd-8th grade. REACH operates with a traditional school year calendar. Approximately 30% of our students are low-income. Currently,17% of our population demonstrates some level of disability as identified in a Section 504 Plan or an IEP for special education services.

The mission and vision of the school provides the foundation for all academic, elective and social/emotional programs. The REACH School is a creative, liberal arts school that supports the emerging child in becoming a whole person through the integration of strong academics, creative arts, and community involvement in an environment that fosters acceptance of and respect for self and others.

This vision is accomplished through the dedication of skilled teachers, program leadership, and involved families; enriched activities, collaborative relationship with the school administration, and committed support to the REACH Parent Foundation.

The 2016-2017 school year was the last year of the school's second charter. The charter was revised as needed with both material and technical revisions in its detailed description of how the school will address the state's 8 priorities. The goals written in the new charter are consistent with the goals

contained in the 2017-2020 LCAP. One of the biggest material revisions to the charter moving forward is that the school will no longer be an arm of its authorizing district for special education programming. The school is now a member of the Sonoma County SELPA as of July 1st, 2017 and will launch its own special education program in the fall of 2017. The revised charter was approved for reauthorization for another 5 year term by the Sebastopol Union School District in February 2017.

The 2016-2017 school year witnessed significant changes in a number of key areas. First, the school relocated its facility to a campus where it no longer shares space with a competitive charter school. Its new campus is vibrant and reflective of the school's mission and vision. The school has a stable, long term lease and is working with both landscape and structural architects with plans for numerous fixes and upgrades to buildings and playgrounds. The school's leadership believes this is perfect place but fixing and maintaining an aging campus will present numerous challenges moving forward.

The 2016-2017 school year also witnessed a significant turnover is its teacher, leadership staff and board membership. Four out of a staff of five teachers were new to the school this year as was the director and a number of support staff. Fortunately, the mostly new teaching staff brought years of knowledge, specialty training and teaching experience needed to implement a quality Project Based/expeditionary learning academic program. All teachers possessed clear credentials and no core teacher had any less than five years experience in the classroom. The new director is focused on refining and strengthening procedures consistent with best practice and is focused on growing enrollment in ways that increase the long term fiscal stability of the school. In addition, the school's board of directors is continuing its strong fiscal oversight as well as building a stronger infrastructure through policy review, update and change. It is easy to say that the school is in a state of transition with its leaders and staff feeling confident that they are headed in the right direction.

LCAP HIGHLIGHTS

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

This year's LCAP addresses prior years' goals and moving forward demonstrates a renewed commitment to high quality education based on the significant transitions the school has experienced in the last year. Three out of four goals moving forward are similar to previous goals but significantly modified based on a number of changes that call for more consistent monitoring of struggling students and a more clear focus on services for low income students who struggle with attendance, grade level academic performance or both.

The school has demonstrated high chronic absenteeism rates for the last three school years. This LCAP identifies a new goal and a number of steps that must be taken to increase attendance rates for all students that are chronically absent and especially those that fail to demonstrate adequate progress.

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

The school witnessed a very strong showing in its SBAC English Language Arts academic performance scores with 61% of its students meeting or exceeding the standards.

The incoming director observed the foundational pieces of a high quality Response to Intervention Program and Section 504 Plan program that was strongly committed to serving the school's struggling students. Both programs saw an additional layer of program development with more structured, compliant paperwork and intensive, dedicated staff support time for the school's struggling students. As systems were strengthened students were better served with three students being evaluated and qualifying for special education services and four more in the process of evaluations moving forward.

In addition, a material revision to the new charter enables the school to become its own LEA for the purposes of establishing its own special education program. The director engaged in a lengthy and successful application process with the Sonoma County SELPA and will launch their in-house program beginning the 2017-2018 school year.

The teachers also launched a new CCSS aligned math curriculum that included teacher training and intensive assessments. The teachers and director worked collaboratively to ensure a daily school schedule that allowed for vertical placement in specific math classes to ensure that all students were receiving math coursework at their appropriate instructional level.

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

Internal assessments show marked improvement in academic achievement in math for this year, however, additional factors that have an impact on poor performance in the area of math must continue to be addressed. The school is anxious to see the results of the 2016-2017 SBAC assessments in its efforts to determine the impact of the school's first comprehensive, CCSS based math curriculum launched in the history of the charter. Other factors like chronic absenteeism must also be addressed where low performers intersect with chronic absenteeism.

The need for teacher training specific to the new math curriculum and math teaching best practice in general is in order. Teachers will engage in Eureka Math training modules in the fall. The school will also provide Eureka's Level II training for teachers experienced in using the program. A plan must also be established moving forward to ensure that all new teachers receive the Eureka Math Level I training each year upon hire.

Parent involvement in the school has shifted and it is clear from surveys and parent community meeting data that the school will need to find new and

improved ways to not only better communicate with parents but to provide opportunities for parent classes that address the school's academic, discipline and social emotional learning programs.

Training and consistent delivery of a quality social emotional learning program is also likely to increase student feelings of safety and belonging which in turn will have a positive impact on attendance and overall engagement and learning.

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

Based on the 2015-2016 SBAC data, there continues to be a significant performance gap for low income students. Numerous LCAP goals from prior years were, in fact, completed with little success in ameliorating this gap. Former LCAP goals are modified in this LCAP moving forward with a plan for stronger support systems for low-income struggling students. In addition, new LCAP goals dedicated to improving attendance is also intended to better support low income students that also demonstrate poor performance.

Since the school's biggest gaps remain in the area of math, the school's leadership and teachers will focus on continued training for the school's new CCSS aligned math program.

The 2016-2017 school year saw a marked improvement in the school's Response to Intervention and 504 Plan services which included targeted supports and interventions for 9 of the school's 27 identified low income students that consistently struggle with academic performance. SBAC data for the 2017-2018 will help determine the success of our efforts and will guide program developments and adjustments moving forward.

Strengthening the school's social emotional learning program with a focus on creating a stronger sense of safety and belonging should also have a positive impact on supporting our most vulnerable, at-risk students.

INCREASED OR IMPROVED SERVICES

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

1. Increased services for struggling students will include:

    -continuing to increase supports offered through the school RTI program with more refined tracking that specifically targets all unduplicated students.

    -increased targeted staffing time that includes pull out and push in services for all low performing unduplicated students.

    -increased hours and job description for attendance clerk to work directly with parents of unduplicated students who are chronically absent

2. Increased teacher and support staff training related to math curriculum, ELA curriculum and social emotional learning programs to improve teacher effectiveness and classroom management practice with special emphasis on identifying and providing services targeted to the needs of unduplicated struggling students.

3. Provide parent information channels, parenting workshops, structured volunteer programs and other parent involvement opportunities that will increase the participation of parents of at-risk students.

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	$1,484,966
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$123,195

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.

All general fund budget expenditures are applied to the school's daily operational expenses with most of those expenditures applied to hiring and maintaining highly effective staffing.

Total General Fund Budget Expenditures for 2017-18 not included in the LCAP include $982,430 for salaries / benefits, $290,057 for Services & Operations (including utilities, insurance, back office business services, oversight fees, etc.), $85,480 for books / materials.

$1,008,059	Total Projected LCFF Revenues for LCAP Year

Annual Update

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	**Goal 1: Common Core Alignment** Curriculum materials, instructional practice, benchmarks and assessments are aligned to new Common Core State Standards (CCSS) to support student mastery of these standards. Goals: ● ELA and Math curriculum materials, benchmarks, and assessments are aligned to Common Core (Priorities 1 & 2). ● Instructional practice meets the rigor of the Common Core, in turn supporting student achievement at a rate of 75% on Common Core assessment for general population and all applicable subgroups (Priorities 2 & 4). 95% of parents and teachers feel there are ample textbooks and curriculum materials to support instruction and learning. (2013-14 baseline for parents 77%, teachers 70%)

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
● 75% of students will meet grade-level proficiency on SBAC assessments. ● 75% of students will meet grade-level proficiency on SBAC-aligned Intern Benchmark Assessments. ● 90% of parents feel that the program prepares their child for college and career. (2013-14 baseline 86%) ● 95% or more of teachers report that they are supported in their professional growth and development.	● 61% of students met grade level proficiency on 2015-2016 SBAC ELA assessments ● 34% of students met grade level proficiency on 2015-2016 SBAC Math assessments ● 70% of parents feel their child is prepared for the next grade level

ACTIONS / SERVICES

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

Action 1

Actions/Services	**PLANNED** Provide highly skilled teachers for all classes.	**ACTUAL** 100% of all Reach core teachers hold clear teaching credentials and have at minimum of 3 years of teaching experience.
Expenditures	**BUDGETED** $369,979 for Teacher salaries. (SACS Code 1100), $7,500 for training (SACS Code 5210)	**ESTIMATED ACTUAL** $378,100 for teacher salaries including benefits (SACS Codes 1100 and 3000 series for employee benefits) $5,598 for teacher training (SACS Code 5210)

Action 2

Actions/Services	**PLANNED** Purchase additional computers for student use to practice test-taking and to administer SBAC and internal SBAC aligned tests. Provide continued teacher training in administering the SBAC test and the SBAC aligned tests.	**ACTUAL** The school purchased 45 laptop computers and associated equipment.
Expenditures	**BUDGETED** $10,000 non-capitalized equipment (SACS code 4400) $3,00 for Scholastic Testing Software (SACS Code 5800)	**ESTIMATED ACTUAL** $15,424 non-capitalized equipment (SACS code 4400)

Action 3

Actions/Services	**PLANNED** Purchase Common Core Curriculum.	**ACTUAL** The school purchased full sets of Eureka Math curriculum for all classrooms grades K-8.
Expenditures	**BUDGETED** $13,000 Curriculum materials (SACS code 4100)	**ESTIMATED ACTUAL** $16,196 spent on Eureka Math program and other CCSS aligned instructional materials

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 school was successful in replacing four out of five teachers from its previous year, assimilating and training them over the course of the 2016 summer in preparation for coming school year. All core academic teachers held clear credentials. All core teachers received five days of training and implementation time using the school's Project Based Learning curriculum development tools as well as two days of Eureka Math curriculum training. In addition, all five core teachers received training in at least one of the school Social Emotional Learning curriculums. The 45 new laptops purchased allowed teachers to use technology in a number of ways beyond simple internet research. Some teachers developed and utilized computer based learning modules through a learning platform purchased by the school called Jupiter. Middle school students learned computer code as it related to a robotics program purchased this year. Common Core State Standard aligned Eureka Math curriculum was fully implemented this year. The program had been recommended by a review committee of teachers the prior year. Training for all teachers took place over the summer to ensure a basic understanding of how to effectively implement this rigorous program.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In general, all actions taken towards the goal of aligning curriculum and assessments was fully implemented. The teachers, parents and board of directors have expressed satisfaction that the students are receiving curriculum and instruction that is aligned with the state standards. The school will continue to build on foundations that were put in place this year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No materials differences identified.
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.	No changes were made to this goal.

Annual Update

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 2	Students will receive targeted intervention through the Response to Intervention (RTI) program to address existing gaps and/or deter gaps from developing for the general population, applicable subgroups, and students with special needs. Goals: ● Students receive differentiated support to ensure all students achieve at their optimal level, ensuring existing gaps are filled, and that gaps do not occur between subgroups of students.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
● Students from low-income families will achieve at the same level as the general school population. ● 95% of parents and teachers feel confident in the school's ability to support all students in their development, including English Language Learners, Students with Special Needs, and Students from Disadvantaged Families. (2014-15 baseline teachers 75%, parents 84%)	● 50% of low income students performed at or above grade level standards in ELA which is 11% points below the school's overall performance ● 19% of low income student performed at or above grade level standard in math which is 17% points below the school's overall performance ● 79% of parents feel their student is engaged and learning ● 80% of parents feel their student is ready for the next grade level

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	**ACTUAL**
Identify and track success measures for all low income pupils.	The director regularly monitors student achievement data and works with staff on schoolwide programs to address the needs of struggling students.
BUDGETED	**ESTIMATED ACTUAL**
Part of administrative duties $99,125 (SACS Code 1300)	Approximately $10,000 of the director's annual salary is spent on reviewing student achievement data and programs development and monitoring that address the needs of struggling students. (SACS Code 1300)

Actions/Services (PLANNED / ACTUAL row)

Expenditures (BUDGETED / ESTIMATED ACTUAL row)

Action 2

PLANNED	**ACTUAL**
Continue small group support program from previous year with paraprofessionals overseen by highly skilled teachers.	Continued small group and one-on-one support program from previous year with paraprofessionals overseen by highly skilled teachers.
BUDGETED	**ESTIMATED ACTUAL**
$20,000 for Teaching Aide (SACS Code 2100)	$19,727 for two part-time teaching aides (SACS Code 2100)

Actions/Services (PLANNED / ACTUAL row)

Expenditures (BUDGETED / ESTIMATED ACTUAL row)

Action 3

PLANNED	**ACTUAL**
Create leveled math curriculum so that students can be ability grouped.	Implemented CCSS aligned Eureka Math curriculum. Assessed all students in the fall to determine leveled placement. All students received math curriculum and instruction based on ability level.
BUDGETED	**ESTIMATED ACTUAL**
$20,000 for Teaching Aide (SACS Code 2100)	$10,899 for the purchase of Eureka Math program and manipulative (SACS Code 4100) This is a duplicated expenditure.

Actions/Services (PLANNED / ACTUAL row)

Expenditures (BUDGETED / ESTIMATED ACTUAL row)

		$2000 for teacher salaries for two full days 2016 summer training

Action 4

	PLANNED	ACTUAL
Actions/Services	Continue with Implicit Curriculum Coordinator to help students navigate the social-emotional aspects of school.	No Implicit Curriculum Coordinator was hired for the 17-18 school year. Budget allocations for this planned action were instead used to send all teachers and support staff to specific social emotional learning trainings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$8,300 for Implicit Curriculum Coordinator (SACS Code 2100)	$5,758 for social emotional learning trainings Positive Discipline and Tool Box (SACS Code 5210)

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 new director and staff created new systems and procedures in their efforts to provide a true Response to Intervention Program. Tracking and monitoring struggling students, especially those in significant subgroups now happens at regular intervals through the following channels: ● The school's RTI Coordinator coordinates all teacher requests, facilitates RTI meetings, coordinates follow-up meetings and works with the director on referrals for special education ● Teachers now have structures in place where they work collaboratively with other teachers in identifying, documenting and implementing targeted interventions. ● Four school employees have dedicated staff time to work with RTI students individually and in small groups on targeted academic and/or behavioral interventions identified on the appropriate forms. Eureka Math program was purchased and implemented this year. All teachers and two support staff received two full days of Eureka Math training. Students were assessed upon arrival in September and placed in the appropriate level based on their instructional level.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Response to Intervention Program is now in alignment with best practices. Out of a total enrollment of 94, three students from previous years were recommended and qualified for special education services. Seven new students were identified, provided classroom interventions, more frequently assessed and monitored for improvement. Five of the seven RTI students were provided additional one-on-one or small group support services. Future SBAC data will determine the effectiveness of academic improvement for students grades 3-8 but all teachers, through their own assessments, report that academic gains have been made in the area of reading and math for all five students using both qualitative and anecdotal evidence.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences in estimated costs to actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to this goal, however, changes were made to the focus of actions taken to support struggling learners due to a significant turn over in staffing that included a new director and an 80% turnover in core teaching staff. It was evident to the new director that the school's current Response to Intervention Program lacked the necessary structure and implementation that would enable the school to fully identify, document, track and provide consistent follow-up for struggling students.

Annual Update

LCAP Year Reviewed: 2016-2017

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 3	Parents are actively engaged as partners in the education of their child and in the life of the school. Outcomes: ● Parents have opportunities to actively be engaged in the life of the school. ● Parents volunteer at the school for a minimum of 5 hours/month.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
● 95% or more of parents feel they have opportunities to actively be engaged in the life of the school. (2014-15 baseline 100%) ● 40% of parents volunteer at the school for a minimum of 5 hours/month.	● 94% or more of parents feel they have opportunities to actively be engaged in the life of the school. ● 50% of parents volunteer at the school for an average of 7 hours per month.

ACTIONS / SERVICES

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

Action   **1**

Actions/Services	**PLANNED** Continue weekly school newsletter. Modify parent education series based on feedback from community.	**ACTUAL** ● The newsletter was continued but bi-weekly ● Parents received regular communications via email ● Parent orientation included numerous parent volunteer sign-up opportunities ● The school used a parent volunteer hours tracking program ● 48 of the school 96 families logged 3,017 hours of volunteer time.
Expenditures	**BUDGETED** Part of administrative duties $99,125 (SACS Code 1300) and parent volunteer	**ESTIMATED ACTUAL** $3,000 as a portion of administrative salaries (SACS Code 1300)

Action **2**

Actions/Services	**PLANNED** Continue to support volunteer coordinator	**ACTUAL** One parent volunteered to coordinate all parent volunteer efforts. The director attended regular meetings and engaged in the planning and execution of numerous parent volunteer events including parent work days, fundraising and other parent volunteer support needs.
Expenditures	**BUDGETED** Part of administrative duties $99,125 (SACS Code 1300) and parent volunteer	**ESTIMATED ACTUAL** $2,000 as a portion of administrative salaries (SACS Code 1300)

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 following list identifies the numerous opportunities for parent involvement and volunteerism: ● Parent orientation ● 6 parent campus work days ● Back to School and Project Presentation Night ● Project Presentation/Stone Soup Event ● Middle school Winter Dance ● 2 Bay Tree Designs Playground Planning and Design Meetings ● 4 Friday Fun-raising events ● 2 Parent Community Meetings (LCAP planning) ● Bi-weekly/monthly Newsletter ● Individual classroom and playground volunteer opportunities ● Fundraising efforts and events
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The parent survey, in general, indicates overall positive feelings about the amounts and types of parental involvement opportunities at the school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences between budgeted and estimated expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes made to this goal.

Annual Update

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 4	The REACH School provides a safe and supportive environment, in which student's social and emotional development and sense of engagement is supported. Outcome(s): ● Students feel safe at school. ● Students are socially, emotionally, and physically healthy. ● Students are actively engaged in the life of the school.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%)
- 95% of parents report that their child feels safe at school. (2013-14 baseline 100%)
- 90% of parents and faculty feel the school facility is clean and in good physical condition. (2013-14 baseline parents 77%, faculty 75%)
- Students attendance rate is 95% or higher.
- Chronic absenteeism is 5% or lower.

ACTUAL

- 79% of parents report that their child feels engaged at school.
- 84% of parent report that their child feel safe at school
- 91% of parents report that the school facilities are clean
- 87% of parents report that the school facilities are in good repair
- The school's attendance rate is 94%
- The school's chronic absenteeism rate is 14%

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Make timely repairs to facilities.	The school's move to a new and aging facility prompted a significant jump in cost associated with building and campus maintenance as well as replacement of carpets, new paint, ceiling/insulation work, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,677 for building maintenance (SACS Code 5601)	$22,684 for materials for campus upgrades and fixes (SACS Code 4381) $23,622 for campus move and repairs/upgrades (SACS Code 5601) $7,938 for housekeeping and repair services in preparation for opening (SACS Code 5500)

Action 2

Actions/Services

PLANNED	ACTUAL
Continue to hire janitorial staff for daily cleaning and one annual deep cleaning.	The after school hours janitorial service was continued. In addition, the school needed to hire a part time campus maintenance employee to ensure a clean and safe campus during school hours.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$19,180 for housekeeping services (SACS Code 5500)	$15,000 for housekeeping services (SACS Code 5500) $25,826 for maintenance employee (SACS Code 2200)

Action 3

Actions/Services

PLANNED	ACTUAL
Create attendance program working with long-term absent students to apply for and complete independent study program.	Additional staff time was dedicated to tracking student attendance and supporting independent study options for students who were chronically absent and for students with planned extended absences.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$8,110 for attendance support (SACS Code 2400)	$10,165 for attendance support (SACS Code 2400)

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 focus for providing a safe and welcoming environment for students was directly attached to losing its prior facility and acquiring a new facility that the perfect fit but will need upgrades and remodeling for years to come.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A school's facilities play an important part in the school's culture. The move to a new campus with the staffing and associated maintenance costs was necessary for the school to continue operations. However, the parent survey and other data indicate a reduction in the overall satisfaction that will need to be addressed in future LCAP goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Moving the campus to a new location was huge undertaking that required a considerable amount more than what was budgeted for at the drafting of the last LCAP. The facility is aging and parts of the campus had been unoccupied for a number of years prior to Reach's leasing of the facility.
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.	No changes were made to this goal.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder groups involvement in the LCAP planning and general school improvement efforts are as follows:

1. Parent Survey June 2017 – 45 families answered survey questions that were focused on a number of satisfaction points including the questions that specifically addressed the 2015-2016 LCAP.

2. Consultation with professional organizations, 2016-2017 ongoing – The director attended three LCAP and dashboard rollout trainings throughout this school year. Two of the trainings were held by experts at the Charter Schools Development Center. The third training offered workshops led by a number of experts from the law offices of Young Minney and Corr and the Charter School Management Corporation (CSMC).

3. LCAP Parent Community Meeting Grades 4-8, March 2017 – These meetings were held for the purpose of explaining the school's LCAP as well as providing a number of feedback activities and discussions addressing, from a parent perspective, areas where the school is performing well and areas that could use some improvement. The 4th – 8th grade parent meeting focused primarily on the school's project based learning program and the academic rigor and skills needed in preparation for high school. The meeting also covered issues related to school culture, facilities, curriculum and parent participation.

4. LCAP Parent Community Meeting Grades Tk-3, March 2017 – This meeting saw the same format as described above but focused on issues related to those grade levels. Use of technology in the classroom, the school play facilities and new math curriculum were discussed and recorded at length.

5. Individual Teacher/Director Meetings, 2016-2017 ongoing – Teachers have continuous opportunities to provide feedback throughout the year using the typical channels of communication. The staff also engages in weekly staff meetings each Wednesday that includes a variety of activities and offers opportunities for feedback. End of year teacher meetings are another opportunity to discuss aspects of the school that are in need of improvement that are related to LCAP goals.

6. Monthly meetings of the Reach Parent Foundation Board of Directors, 2016-2017 ongoing – Reach Parent Foundation (RPF) board members frequently engage in activities at the site level taking regular feedback from the director, teachers, parents and students. The board has numerous opportunities for input regarding the school LCAP specifically from the director.

7. A facilitated planning meeting with the Reach Parent Foundation and administrative staff, January 2017 and June 2017 – The RPF board members worked collaboratively with the schools director, teachers and other support staff to hire an outside facilitator to assist the school's board and staff in their commitment and work towards school improvement.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent Surveys and Consultations

Surveys and consultations with parents are a critical piece in the school's LCAP development in that one of our goals is wrapped around increasing the amount of time volunteering and engaging in opportunities directly related to student learning and positive school culture. Another important piece of the surveys and community meetings is to query parents as to ways that are most meaningful for them in the volunteer and participation opportunities. The parent survey data gathered and presented in the annual update section helped guide future LCAP goals wrapped around parent participation. The school has mostly positive feedback from parents but surveys and community meetings both indicated a need to improve the overall school culture and channels of communication.

LCAP Trainings

These trainings were critical to the director's understanding of the new format, requirements and new accountability systems as they relate to LCFF.

Consultation and Feedback from the Reach Parent Foundation Board of Directors

The involvement of the school's board of directors in discussing and addressing LCAP goals was critical considering the turnover in school staffing. They provided regular guidance in identifying core issues related to school improvement and elements of the school's history necessary to the new director who then stepped up to continue implementing the actions needed to implement the current LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 1	Improve academic performance in the area of mathematics for all students by adopting, implementing and providing continuous teache[r] training for a CCSS based math curriculum.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

SBAC Testing data as well as teacher driven assessments consistently indicates low performance on academic achievement in the area of math. Data also indicates a significant achievement gap for low-income students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students meeting or exceeding the SBAC math standards will increase by a minimum of 2% each year.	34% of all students met or exceeded the standards on the 2016-2017 SBAC Math assessment.	36% of all students will meet or exceed the standards on the 2017-2018 SBAC Math assessment.	38% of all students will meet or exceeded the standards on the 2018-2019 SBAC Math assessment.	40% of all students will meet or exceeded the standards on the 2019-2020 SBAC Math assessment.
The number of low income students meeting or exceeding the SBAC math standards will increase	19% of all low income students met or exceeded the 2016-2017 SBAC Math assessment.	22% of all students will meet or exceed the standards on the 2017-2018 SBAC Math assessment.	25% of all students will meet or exceed the standards on the 2018-2019 SBAC Math assessment.	28% of all students will meet or exceed the standards on the 2019-2020 SBAC Math assessment.

by a minimum of 3% each year.				
The number of students meeting grade level targets on CCSS internal assessment system will increase by 2% by the final administration of each school year.	Baseline data will be established at the beginning of the 2017-2018 school year.	An increase of 2% from beginning of the 2017-2018 school year baseline data.	An increase of 2% from beginning of the 2018-2019 school year baseline data.	An increase of 2% from beginning of the 2019-2020 school year baseline data.

Action   1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide annual training for adopted math curriculum for all new teachers and update/review training for all returning teachers. Engage in annual teacher review of the effectiveness of the program.	1. Provide annual training for adopted math curriculum for all new teachers and update/review training for all returning teachers. Engage in annual teacher review of the effectiveness of the program.	1. Provide annual training for adopted math curriculum for all new teachers and update/review training for all returning teachers. Engage in annual teacher review of the effectiveness of the program.

2. Continue with vertical student placement in math coursework that meets their instructional level as determined by curriculum driven baseline assessments.

3. Purchase, train and implement an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring.

4. Continue to build the school's Response to Intervention and Special Education program providing one on one and small group paraprofessionals support for struggling students and a lead teacher to coordinate and monitor the program.

2. Continue with vertical student placement in math coursework that meets their instructional level as determined by curriculum driven baseline assessments.

3. Continued training and implementation an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring.

4. Continue consistent operation of the school's Response to Intervention Program providing one on one and small group paraprofessional support for struggling students and a lead teacher to coordinate and monitor the program.

2. Continue with vertical student placement in math coursework that meets their instructional level as determined by curriculum driven baseline assessments.

3. Continued training and implementation an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring.

4. Continue consistent operation of the school's Response to Intervention Program providing one on one and small group paraprofessional support for struggling students and a lead teacher to coordinate and monitor the program.

[BUDGETED EXPENDITURES](#)

2017-18

| Amount | 1. $2,000 (teacher training)
1. $5,000 (CCSS math curriculum)
2. 0 expenditures associated with this action.
3. $3,340 (assessment program)
4. $44,337 (paraprofessional , lead teacher and sped aide salaries) |

| Source | 1. Math materials and teacher training
3. In-house CCSS aligned assessment program
4. Paraprofessional special education aide salary
4. Lead teacher salary add on |

2018-19

| Amount | 1. $2,000 (teacher training)
1. $5,000 (CCSS math curriculum)
2. 0 expenditures associated with this action.
3. $2,340 (assessment program)
4. $44,337 (paraprofessional, lead teacher and sped aide salaries) |

| Source | 1. Math materials and teacher training
3. In-house CCSS aligned assessment program
4. Paraprofessional and special education aide salary |

2019-20

| Amount | 1. $2,000 (teacher training)
1. $5,000 (CCSS math curriculum)
2. 0 expenditures associated with this action.
3. $2,340 (assessment program)
4. $44,337 (paraprofessional, lead teacher and sped aide salaries)) |

| Source | 1. Math materials and teacher training
3. In-house CCSS aligned assessment program
4. Paraprofessional special education aide salary |

Budget Reference	1. SACS Code 5210 1. SACS Code 4100 3. SACS Code 4100 4. SACS Code 2100 4. SACS Code 1100	Budget Reference	1. SACS Code 5210 1. SACS Code 4100 3. SACS Code 4100 4. SACS Code 2100	Budget Reference	1. SACS Code 5210 1. SACS Code 4100 3. SACS Code 4100 4. SACS Code 2100

☒ New	☐ Modified	☐ Unchanged

Goal 2	Improve academic performance in the area of English Language arts for all students by adopting, implementing and providing continuous training for a CCSS based ELA curriculum.

State and/or Local Priorities Addressed by this goal:

STATE	☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8
COE	☐ 9 ☐ 10

	LOCAL _____
[Identified Need](#)	ELA SBAC assessment data as well as teacher driven assessments indicate a significant achievement gap for low-income students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students meeting or exceeding the SBAC English Language Arts standards will increase by a minimum of 2% each year.	61% of all students met or exceeded the standards on the 2016-2017 SBAC ELA assessment.	63% of all students met or exceeded the standards on the 2017-2018 SBAC ELA assessment.	65% of all students met or exceeded the standards on the 2018-2019 SBAC ELA assessment.	67% of all students met or exceeded the standards on the 2019-2020 SBAC ELA assessment.
The number of low income students meeting or exceeding the SBAC ELA standards will increase by a minimum of 3% each year.	40% of low income students met or exceeded the standards on the 2016-2017 SBAC ELA assessment.	43% of low income students will meet or exceed the standards on the 2017-2018 SBAC ELA assessment.	46% of low income students will meet or exceed the standards on the 2018-2019 SBAC ELA assessment.	49% of low income students will meet or exceed the standards on the 2019-2020 SBAC ELA assessment.
The number of students meeting grade level targets on CCSS internal assessment system will increase by 2% by the final administration of each school year.	Baseline data will be established at the beginning of the 2017-2018 school year.	An increase of 2% from beginning of the 2017-2018 school year baseline data	An increase of 2% from beginning of the 2018-2019 school year baseline data	An increase of 2% from beginning of the 2019-2020 school year baseline data

Action   1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Engage a teacher curriculum review committee for the purposes of review, adoption, purchase, training and implementation of a structured K-3rd grade reading curriculum. 2. Continue with the school's chosen K-8 writing curriculum. Engage in annual teacher review of the effectiveness of the program. 3. Purchase, train and implement an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring. 4. Continue to build the school's Response to Intervention and Special Education Programs providing one on one and small group paraprofessionals support for struggling students and a lead teacher to coordinate and monitor the program.	1. Continue with adoption, purchase, training and implementation of a structured K-3rd grade reading curriculum. Engage in annual teacher review of the effectiveness of the program. 2. Continue with the school's chosen K-8 writing curriculum. Engage in annual teacher review of the effectiveness of the program. 3. Purchase, train and implement an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring. 4. Continue consistent operation of the school's Response to Intervention and Special Education Programs providing paraprofessional support and a lead teacher to coordinate and monitor the program.	1. Continue with adoption, purchase, training and implementation of a structured K-3rd grade reading curriculum. Engage in annual teacher review of the effectiveness of the program. 2. Continue with the school's chosen K-8 writing curriculum. Engage in annual teacher review of the effectiveness of the program. 3. Purchase, train and implement an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring. 4. Continue consistent operation of the school's Response to Intervention and Special Education Programs providing paraprofessional support and a lead teacher to coordinate and monitor the program.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1. $2,500 (reading curriculum) 2. $1,300 (writing curriculum) 3. $3,340 (assessment program) **Duplicate Expenditure Goal #1** 4. $44,337 (paraprofessional , lead teacher and sped aide salaries) **Duplicate Expenditure Goal #1**	Amount	1. $2,500 (reading curriculum) 2. $1,300 (writing curriculum) 3. $2,340 (assessment program) **Duplicate Expenditure Goal #1** 4. $44,337 (paraprofessional , lead teacher and sped aide salaries) **Duplicate Expenditure Goal #1**	Amount	1. $2,500 (reading curriculum) 2. $1,300 (writing curriculum) 3. $2,340 (assessment program) **Duplicate Expenditure Goal #1** 4. $44,337 (paraprofessional , lead teacher and sped aide salaries) **Duplicate Expenditure Goal #1**
Source	1. Reading curriculum and teacher training 2. Writing curriculum 3. In-house CCSS aligned assessment program 4. Paraprofessional special education aide salary 4. Lead teacher salary add on	Source	1. Reading curriculum and teacher training 2. Writing curriculum 3. In-house CCSS aligned assessment program 4. Paraprofessional special education aide salary 4. Lead teacher salary add on	Source	1. Reading curriculum and teacher training 2. Writing curriculum 3. In-house CCSS aligned assessment program 4. Paraprofessional special education aide salary 4. Lead teacher salary add on
Budget Reference	1. SACS Code 4100 (curriculum) 1. SACS Code 5210 (training) 2. SACS Code 4100 (curriculum) 3. SACS Code 4100 (assessment) 4. SACS Code 2100 (aide salaries) 4. SACS Code 1100 (lead teacher salary add on)	Budget Reference	1. SACS Code 4100 (curriculum) 1. SACS Code 5210 (training) 2. SACS Code 4100 (curriculum) 3. SACS Code 4100 (assessment) 4. SACS Code 2100 (aide salaries) 4. SACS Code 1100 (lead teacher salary add on)	Budget Reference	1. SACS Code 4100 (curriculum) 1. SACS Code 5210 (training) 2. SACS Code 4100 (curriculum) 3. SACS Code 4100 (assessment) 4. SACS Code 2100 (aide salaries) 4. SACS Code 1100 (lead teacher salary add on)

☐ New	☒ Modified	☐ Unchanged

Goal 3	The REACH School provides a safe and supportive environment, in which student's social and emotional development and sense of engagement is supported.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Parent survey and other data collected from LCAP Parent Community Meetings indicated a decrease in parent satisfaction regarding the school's social emotional curriculum, facilities and parent communications. Teacher feedback collected from teacher meetings confirms a lack of consistency in social emotional learning program delivery. Consistent with parent feedback, staff, school admin and the RPF Board of directors agree that discipline policy and procedures need review. New systems and procedures surrounding student discipline must be strengthened and clearly articulated to students, parents and staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
90% of parents report that their child feels engaged at school.	79% of parents report that their child feels engaged at school.	83% of parents report that their child feels engaged at school.	87% of parents report that their child feels engaged at school.	90% of parents report that their child feels engaged at school.
90% of parents report that the school facilities are in good repair	87% of parents report that the school facilities are in good repair	88% of parents report that the school facilities are in good repair	89% of parents report that the school facilities are in good repair	90% of parents report that the school facilities are in good repair
95% of parent report that their child feel safe at school	84% of parent report that their child feel safe at school	87% of parent report that their child feel safe at school	90% of parent report that their child feel safe at school	95% of parent report that their child feel safe at school

Action   **1**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners   ☒ Foster Youth   ☒ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Social emotional learning programs will be reviewed, adopted, include all staff training and will be implemented consistently school wide. Regular parenting classes with a focus on behavioral health and social emotional learning will be offered. 2. The school will increase the amount and quality of parent communications using Parent Square. 3. Facilities renovations will take place including playground and building fixes and upgrades.	1. Continued implementation of explicit social emotional learning programs that include foundational training for all new staff and review training for returning all returning staff. Regular parenting classes with a focus on behavioral health and social emotional learning will be offered. 2. The school will maintain quality and timely parent communications using Parent Square. 3. Facilities renovations will take place including playground and building upgrades.	1. Continued implementation of explicit social emotional learning programs that include foundational training for all new staff and review training for returning all returning staff. Regular parenting classes with a focus on behavioral health and social emotional learning will be offered. 2. The school will maintain quality and timely parent communications using Parent Square. 3. Facilities renovations will take place including playground and building upgrades.

[BUDGETED EXPENDITURES](#)

	2017-18		**2018-19**		**2019-20**
Amount	1. $5,500 (SEL Program) 2. $1,200 (Parent Square) 3. $39,974 (building renovation)	Amount	1. $5,500 2. $1,200 (Parent Square) 3. $50,000 (building/playground renovations)	Amount	1. $5,500 2. $1,200 (Parent Square) 3. $50,000 (building/playground renovations)
Source	1. Includes expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program 2. Parent Square – a web based communications portal for parents and teachers 3. Use of previous year's grant funds	Source	1. Includes expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program 2. Parent Square – a web based communications portal for parents and teachers 3. Use of previous grant funds	Source	1. Includes expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program 2. Parent Square – a web based communications portal for parents and teachers 3. Use of previous grant funds
Budget Reference	1. SACS Code 5210 - $2,500 for teacher training 1. SACS Code 4100 - $1,500 for curriculum 1. SACS Code 1100 –$2,000 for teacher salaries for parent classes 2. SACS Code 5800 3. SACS Code 4381 3. SACS Code 5601 3. Expenditures considered fixed assets	Budget Reference	1. SACS Code 5210 - $2,500 for teacher training 1. SACS Code 4100 - $1,500 for curriculum 1. SACS Code 1100 –$2,000 for teacher salaries for parent classes 2. SACS Code 5800 3. SACS Code 4381 3. SACS Code 5601 3. Expenditures considered fixed assets	Budget Reference	1. SACS Code 5210 - $2,500 for teacher training 1. SACS Code 4100 - $1,500 for curriculum 1. SACS Code 1100 –$2,000 for teacher salaries for parent classes 2. SACS Code 5800 3. SACS Code 4381 3. SACS Code 5601 3. Expenditures considered fixed assets

☒ New	☐ Modified	☐ Unchanged

Goal 4

Increase daily student attendance and decrease chronic absenteeism.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

Attendance data for the 2016-2017 school year revealed that End of Year attendance rate was 93.8% and with a 14% chronic absenteeism rate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school's daily attendance rate is 95% or better	The school's annual attendance rate for 2016-2017 is 93.8%	The school's annual attendance rate is 94.5%	The school's attendance rate is 95% for at least six monthly attendance reporting periods	The school's annual attendance rate in 95% or higher
5% or less chronic absenteeism	The school's chronic absenteeism rate for the 2016-2017 is 14%	10% or less chronic absenteeism	7% or less chronic absenteeism	5% or less chronic absenteeism

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Revise Reach Parent Foundation board policy to include a Attendance Review Board mechanism to address students who are chronically absent. 2. Revise systems and procedures for attendance absence tracking and accounting. Provide dedicated work hours to tracking and monitoring absences on a daily basis 3. Dedicated staff time for managing Independent Study programing for students who may have unavoidable extended absences.	1. Board of directors continues to act in the capacity of Attendance Review Board hearing cases involving chronic absenteeism. 2. Review and revise attendance tracking procedures as needed. Provide dedicated work hours to tracking and monitoring absences on a daily basis 3. Dedicated staff time for managing Independent Study programing for students who may have unavoidable extended absences.	1. Board of directors continues to act in the capacity of Attendance Review Board hearing cases involving chronic absenteeism. 2. Review and revise attendance tracking procedures as needed. Provide dedicated work hours to tracking and monitoring absences on a daily basis 3. Dedicated staff time for managing Independent Study programing for students who may have unavoidable extended absences.

2017-18

Amount	1. no costs associated with this action 2. $13,044 3. $5,000
Source	2. Cost of attendance clerks time dedication to attendance tracking and parent follow-up 3. IS Teacher time to support site program students who need short term independent study
Budget Reference	2. SACS Code 2100 3. SACS Code 1100

2018-19

Amount	1. no costs associated with this action 2. $13,044 3. $5,000
Source	2. Cost of attendance clerks time dedication to attendance tracking and parent follow-up 3. IS Teacher time to support site program students who need short term independent study
Budget Reference	2. SACS Code 2100 3. SACS Code 1100

2019-20

Amount	1. no costs associated with this action 2. $13,044 3. $5,000
Source	2. Cost of attendance clerks time dedication to attendance tracking and parent follow-up 3. IS Teacher time to support site program students who need short term independent study
Budget Reference	2. SACS Code 2100 3. SACS Code 1100

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$63,221	Percentage to Increase or Improve Services:	2.5 %

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

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

The School's unduplicated count for the 16-17 school year was 31% with most of these students falling in the low income category. We do not anticipate any significant changes to this percentage for the 17-18 school year. Based on a number of data points we have determined the most effective use of funds is to provide increased interventions and to maintain small class size in grades K-8. We believe a strong focus on continued development, refinement and increased staffing for the school's Response to Intervention Program will have the largest impact on our unduplicated population. The previous program development provided a foundation of support for all struggling learners but refining procedures and increasing staffing for the program will give us the opportunity to identify and specifically target unduplicated students. Our newly created position and hired Education Specialist will also play a significant role in this process. We believe that adding an expert to our staff with high level skills in knowledge in the area of identifying and ameliorating learning challenges to support classroom teachers will be key in supporting unduplicated students who demonstrate low academic performance.

Data also indicates that approximately 50% of our unduplicated students are also chronically absent. New infrastructure mentioned previously in this LCAP calls for stepped up intervention in the form of the attendance clerk responsibilities for better tracking and follow up with priority given to unduplicated students. Internal systems now call for increased action on all levels including the school's Board of Directors in revision to current attendance policy. Parent Square, a new parent communication system, provides specific follow up communication channels to ensure chronically absent students do not fall through the cracks. The school must to a better job making sure that all unduplicated students have appropriate access to education.

In addition, the school's strong Social Emotional Learning (SEL) component includes a focus on our most at-risk students many of which fall into the unduplicated category. The goal of our SEL program as outlined in our charter seeks to create a culture of safety and inclusiveness that often bridges a gap for our low income students who may lack necessities or deal poverty related struggles at home. This LCAP includes stepped up training in SEL related curriculum for all staff (as opposed to just core teachers) as well as parent education classes targeted at our most challenged families.

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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

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

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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