

Introduction:

LEA: The REACH School

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>1. Over the course of the 2014-2015 school year, The REACH School has actively involved staff, families, students, and community partners in a process of evaluating data, identifying needs, developing goals, and aligning the budget to meet these goals. The result of this work has informed the development of the school's Local Control Accountability Plan (LCAP).</p> <ul style="list-style-type: none"> • September 2014---May 2015 – The school leadership along with teachers conducted a needs assessment, solicitation of feedback, and strategic goal setting. • September 2014---May 2015 – The Board of Directors received monthly written and oral reports on the school's progress and was provided opportunities for input and feedback. • June 12, 2014 – The REACH School presented complete draft of LCAP to Board of Directors and public for review and input as a public hearing. • June 24, 2014 – The REACH School Board of Directors approved LCAP and LCAP Budget in second public hearing. <p>2. The REACH School has administered surveys addressing the state priorities to staff, families, students, and Board members containing questions that utilize Likert scale and open ended questions as a method of soliciting both qualitative and quantitative data on areas of strength and challenge at REACH within each of the priority areas.</p> <ul style="list-style-type: none"> • May 2015 – A family survey was administered using both likert scale and open---ended responses as a method of soliciting quantitative and qualitative data 	<p>The REACH School utilized input and the involvement of its stakeholders in developing the school's Local Control Accountability Plan (LCAP).</p> <p>NEEDS expressed by these stakeholders included but are not limited to the following:</p> <ol style="list-style-type: none"> 3. Students – Increase student voice in decision making. 4. Parents – Improve the physical facility if possible, grouping classrooms together in the leased space. 5. Faculty & Staff – Provide professional development to support with transition to Common Core; refine behavior expectations to provide a consistent approach to students' social and emotional development. 6. Board of Directors – Maintain high levels of academic achievement while closing the achievement gap between the small subgroup of students from low---income families and their peers. Maintain high levels of Parent, Student, and Staff satisfaction. Based on all of this input, reflection and analysis, The REACH School identified goals within the eight State Priorities. Where a goal crosses over multiple priorities, it is listed in the numerically first priority area with other areas cited in parentheses. <p>GOALS and ACTIONS developed by the REACH School and its stakeholders are as follow:</p> <p>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.</p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> • 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 assessments 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%)

Measures:

- 75% of students will meet grade-level proficiency on SBAC assessments.
- 75% of students will meet grade-level proficiency on SBAC-aligned Internal 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. (2013-14 baseline 100%)

In Support of State Priorities:

- 1 – Quality Teachers, Curriculum and Facility
- 2 – Common Core Alignment
- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 2: Targeted Intervention

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.

Measures:

- 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 / their own 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%)

In Support of State Priorities:

- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 3: Parent Involvement

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.

Measures:

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

In Support of State Priorities:

- 3 – Parent Involvement
- 4 – Pupil Achievement
- 8 – Pupil Outcomes

Goal 4: A Safe and Supportive Environment

The REACH School provides a safe and supportive environment, in which students 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.

Measures:

- 90% of students report feeling safe at school.
- 95% of parents report that their child feels safe at school. (2013-14 baseline 100%)
- 90% of students report feeling engaged at school.
- 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%)
- 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.

In Support of State Priorities:

- 1 – Quality Teachers, Curriculum and Facility
- 4 – Pupil Achievement
- 5 – Student Engagement
- 6 – School Climate

8 – Pupil Outcomes

7. Annual Update: The REACH School is an educational environment where staff, students, families and community partners are intricately involved in the operation of the school. The School strongly encourages family members and students to volunteer for the school. Each class has a “class parent” whose role is to provide peer-peer communications to other parents about the activities in the classroom. This relationship provides a direct communication channel for families to provide their feedback about the school at the classroom level. Parent meetings are held throughout the year to plan field trips, share educational goals and philosophies appropriate to the grade level and other issues that may arise within the class. Families can also volunteer to support school-wide functions. The School has regular talent shows, performances, and fundraising events that the community comes together to support. In addition, the School has a newsletter “Tuesday Good Newsday” which includes articles written by staff, students and other family members. The school also seeks feedback from family members, staff and students through an annual online survey.

Annual Update: The REACH School will create a tracking tool for volunteer efforts and provide more feedback to volunteers and families regarding the beneficial impact of their service to the school.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	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.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__	
	<u>Goals:</u> <ul style="list-style-type: none"> • 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 assessments for general population and all applicable subgroups (Priorities & 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%) 		Local : Specify _____	
Identified Need :	The State Educational Standards have changed to Common Core and the School needs to ensure that the appropriate educational materials are available for student use and that teachers are sufficiently trained to implement the new curriculum.			
Goal Applies to:	Schools:	The REACH Charter School		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2014-15				
Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> • 100% of ELA and Math curriculum materials meet Common Core Standards • 95% of students will take SBAC assessments. • 70% of students will meet grade-level proficiency on SBAC-aligned Internal 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. (2013-14 baseline 100%) 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Internal audit of ELA and Math curriculum materials, benchmarks, and assessments will be conducted to determine percent aligned to Common Core, establishing a baseline.		Schoolwide	All students	Part of administrative duties \$99,125.39 (SACS Code 1300)
Have students take first year of SBAC tests. Provide highly skilled teachers and provide training in new Common Core Curriculum.		Grades 3-8	All students	\$1,600 non-capitalized equipment (SACS code 4400) , \$350,694 for Teacher salaries.

			(SACS Code 1100)
Purchase Scholastic Testing Software and train staff to use the new software. First year of testing will be used as a baseline score.	Schoolwide	All students	\$3,000 for testing software (SACS Code 5800)

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Measures:		
	<ul style="list-style-type: none"> 70% of students will meet grade-level proficiency on SBAC assessments. 75% of students will meet grade-level proficiency on SBAC-aligned Internal 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. (2013-14 baseline 100%) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly skilled teachers and provide training in “teaching with computers”. Provide training for teachers.	Schoolwide	All students	\$352,361 for Teacher salaries. (SACS Code 1100), \$7,500 for training (SACS Code 5210)
Purchase mobile computer lab for students 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.	Schoolwide	All students	\$20,000 non-capitalized equipment (SACS code 4400) \$3,00 for Scholastic Testing Software (SACS Code 5800)
Purchase additional common core curriculum and materials.	Schoolwide	All students	\$4,600 Curriculum materials (SACS code 4100)

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Measures:		
	<ul style="list-style-type: none"> 75% of students will meet grade-level proficiency on SBAC assessments. 75% of students will meet grade-level proficiency on SBAC-aligned Internal 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. (2013-14 baseline 100%) 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly skilled teachers for all classes.	Schoolwide	All students	\$369,979 for Teacher salaries. (SACS Code 1100), \$7,500 for training (SACS Code 5210)
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.	Schoolwide	All students	\$10,000 non-capitalized equipment (SACS code 4400) \$3,00 for Scholastic Testing Software (SACS Code 5800)
Purchase Common Core Curriculum.	Schoolwide	All students	\$5,600 Curriculum materials (SACS code 4100)

GOAL:	Goal 2: Targeted Intervention 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.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
	Goals: <ul style="list-style-type: none"> 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. 		
Identified Need :	All students need individualized attention to thrive in school, but some individuals with different learning styles or low-income are at a disadvantage in large groups and may need the option for small group learning.		
Goal Applies to:	Schools:	The REACH Charter School	
	Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2014-15			

Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> 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%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire additional teacher to provide small group support for grades 1-4.	Schoolwide	Low Income pupils grades 1-4	\$59,181 for teacher (SACS Code 1100)
Identify and track success measures for all low income pupils.	Schoolwide	Low Income pupils	Part of administrative duties \$99,125 (SACS Code 1300)
Hire Implicit Curriculum Coordinator to help students navigate the social-emotional aspects of school.	Schoolwide	All students	\$8,300 for Implicit Curriculum Coordinator (SACS Code 2100)

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> 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 / their own 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%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify and track success measures for all low income pupils.	Schoolwide	Low Income pupils	Part of administrative duties \$104,100 (SACS Code 1300)
Continue small group support program from previous year with	Schoolwide	Low Income pupils	\$20,000 for

paraprofessionals overseen by highly skilled teachers.			Teaching Aid (SACS Code 2100)
Create leveled math curriculum so that students can be ability grouped.	Schoolwide	Low Income pupils	\$20,000 for Teaching Aid (SACS Code 2100)
Continue with Implicit Curriculum Coordinator	Schoolwide	Low Income pupils	\$9,300 for Implicit Curriculum Coordinator (SACS Code 2100)

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> 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 / their own 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%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify and track success measures for all low income pupils.	Schoolwide	Low Income pupils	Part of administrative duties \$107,500 (SACS Code 1300)
Continue small group support program from previous year with paraprofessionals overseen by highly skilled teachers.	Schoolwide	All Students	\$20,000 for Teaching Aid (SACS Code 2100)
Create leveled math curriculum so that students can be ability grouped.	Schoolwide	All Students	\$20,000 for Teaching Aid (SACS Code 2100)
Continue with Implicit Curriculum Coordinator	Schoolwide	All Students	\$12,300 for Implicit Curriculum Coordinator (SACS Code 2100)

GOAL:	Goal 3: Parent Involvement Parents are actively engaged as partners in the education of their child and in the life of the school.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6_ 7_ 8X__ COE only: 9__ 10__ Local : Specify _____
	Outcomes: <ul style="list-style-type: none"> • 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. 	

Identified Need : The success of the school is highly correlated with parent and community participation. The REACH School model requires significant input and support from the families of the students. Parents help with field trips, organizing events, and supporting classroom learning. Parents may also be involved in making repairs to school facilities or supporting the office with newsletter publishing or volunteer coordination.

Goal Applies to:	Schools: The REACH Charter School
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Measures:
	<ul style="list-style-type: none"> • 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create weekly school newsletter to be e-mailed to families.	Schoolwide	All students	Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer
Track volunteer hours and share information with parents.	Schoolwide	All students	Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	<u>Measures:</u>		
	<ul style="list-style-type: none"> 95% or more of parents feel they have opportunities to actively be engaged in the life of the school. (2014-15 baseline 100%) 50% of parents volunteer at the school for a minimum of 5 hours/month. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue weekly school newsletter. Develop parent education series to foster community engagement.	Schoolwide	__ALL	Part of administrative duties \$104,100 (SACS Code 1300) and parent volunteer
Create a volunteer coordinator position to implement volunteer tracking system developed to get families more engaged in the school activities.	Schoolwide	__ALL	\$12,300 for Volunteer Coordinator (SACS Code 2100)

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	<u>Measures:</u>		
	<ul style="list-style-type: none"> 95% or more of parents feel they have opportunities to actively be engaged in the life of the school. (2014-15 baseline 100%) 50% of parents volunteer at the school for a minimum of 5 hours/month. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue weekly school newsletter. Modify parent education series based on feedback from community.	Schoolwide	__ALL	Part of administrative duties \$107,500 (SACS Code 1300) and parent volunteer
Continue to support volunteer coordinator.	Schoolwide	__ALL	\$12,300 for Volunteer Coordinator (SACS Code 2100)

GOAL:	Goal 4: A Safe and Supportive Environment The REACH School provides a safe and supportive environment, in which student’s social and emotional development and sense of engagement is supported.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__
	<u>Outcome(s):</u> <ul style="list-style-type: none"> • Students feel safe at school. • Students are socially, emotionally, and physically healthy. • Students are actively engaged in the life of the school. 	Local : Specify _____

Identified Need: School staff, students and families need to feel safe at school. This will support the educational goals of the school and attendance rate. The school also has a number of families that are prone to chronic absenteeism. The school works with families with high levels of absenteeism to get the children in school or if a long-term illness or other absence work out independent study so that the student is able to keep up with the rest of their peers.

Goal Applies to:	Schools: The REACH Charter School
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> • 90% of students report feeling safe at school. • 95% of parents report that their child feels safe at school. (2013-14 baseline 100%) • 90% of students report feeling engaged at school. • 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%) • 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 92% or higher. • Chronic absenteeism is 5% or lower.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make timely repairs to facilities.	Schoolwide	All students	\$1,500 for building maintenance (SACS Code 5601)
Continue to hire janitorial staff for daily cleaning and one annual deep cleaning.	Schoolwide	All students	\$15,000 for housekeeping services (SACS Code 5500)

Create attendance program identifying and working with long-term absent students to apply for and complete independent study program as well as problem solving around chronic absences by meeting with the Director.	Schoolwide	All students	\$8,110 for attendance support (SACS Code 2400)
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> ● 90% of students report feeling safe at school. ● 95% of parents report that their child feels safe at school. (2013-14 baseline 100%) ● 90% of students report feeling engaged at school. ● 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%) ● 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make timely repairs to facilities.	Schoolwide	All students	\$2,612 for building maintenance (SACS Code 5601)
Continue to hire janitorial staff for daily cleaning and one annual deep cleaning.	Schoolwide	All students	\$16,000 for housekeeping services (SACS Code 5500)
Create attendance program working with long-term absent students to apply for and complete independent study program.	Schoolwide	All students	\$8,516 for attendance support (SACS Code 2400)

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	<u>Measures:</u> <ul style="list-style-type: none"> ● 90% of students report feeling safe at school. ● 95% of parents report that their child feels safe at school. (2013-14 baseline 100%) ● 90% of students report feeling engaged at school. ● 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%) ● 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. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Make timely repairs to facilities.	Schoolwide	All students	\$2,677 for building maintenance (SACS Code 5601)
Continue to hire janitorial staff for daily cleaning and one annual deep cleaning.	Schoolwide	All students	\$19,180 for housekeeping services (SACS Code 5500)
Create attendance program working with long-term absent students to apply for and complete independent study program.	Schoolwide	All students	\$8,940 for attendance support (SACS Code 2400)
	Schoolwide	All students	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	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.		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ __ 4_ __ 5_ __ 6_ __ 7_ __ 8_ <u>X</u>		
	Goals: <ul style="list-style-type: none"> • 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 assessments 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%)		COE only: 9_ __ 10_ __		
Goal Applies to:	Schools:	The REACH Charter School			
	Applicable Pupil Subgroups:	Low income students			
Expected Annual Measurable Outcomes:	Measures: <ul style="list-style-type: none"> • 100% of ELA and Math curriculum materials meet Common Core Standards • 95% of students will take SBAC assessments. • 70% of students will meet grade-level proficiency on SBAC-aligned Internal 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. (2013-14 baseline 100%)		Actual Annual Measurable Outcomes:	Measures: <ul style="list-style-type: none"> • 100% of ELA and Math curriculum materials met Common Core Standards • 94% of students took the SBAC assessments. • Teachers were trained in using the SBAC-aligned tests, but the results were not reportable because of problems with test implementation. • 74% of parents feel that the program prepares their child for college and career, 11% do not believe the program prepares their child for college and career and 14% reported not knowing. • 100% of teachers reported that they are supported in their professional growth and development. 	
	LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Internal audit of ELA and Math curriculum materials, benchmarks, and assessments will be conducted to determine percent aligned	\$8,110 for attendance support	All ELA and Math curriculum materials were aligned with the Common Core standards. The baseline for common core materials		\$8,110 for attendance	

<p>to Common Core, establishing a baseline.</p> <p>Have students take first year of SBAC tests.</p> <p>Purchase Scholastic Testing Software and train staff to use the new software. First year of testing will be used as a baseline score</p>	<p>(SACS Code 2400)</p> <p>\$1,600 non-capitalized equipment (SACS code 4400)</p> <p>\$350,694 for Teacher salaries. (SACS Code 1100)</p> <p>\$3,000 for testing software (SACS Code 5800)</p>	<p>is 100%.</p> <p>Teachers administered the SBAC tests, but have not yet received the complete results.</p> <p>The school purchased Scholastic Testing Software and provided two rounds of teacher training to implement the SBAC aligned tests.</p>	<p>support (SACS Code 2400)</p> <p>\$1,600 non-capitalized equipment (SACS code 4400)</p> <p>\$350,694 for Teacher salaries. (SACS Code 1100)</p> <p>\$3,000 for testing software (SACS Code 5800))</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The School will purchase additional computers to allow students more opportunities to interface with the types of assessments in the SBAC and ABAC-aligned testing software. Teachers will also take another refresher on the use of these testing programs to help students take the tests and get scores on their assessments.</p>		

Original GOAL from prior year LCAP:	<p>Goal 2: Targeted Intervention</p> <p>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.</p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> 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. 	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X</p> <p>COE only: 9__ 10__</p>
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Goal Applies to:	Schools: The REACH Charter School
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	<p><u>Measures:</u></p> <ul style="list-style-type: none"> 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 / their own 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%) 	Actual Annual Measurable Outcomes:	<p><u>Measures:</u></p> <ul style="list-style-type: none"> 71.5% of parents and 80% of the teachers reported that they felt confident in the School's or their own ability to support all students in their development, including English Language Learners, Students with Special Needs, and Students from Disadvantaged Families. 25% of the parents reported that they did not know and only 2.9% (1 respondent) strongly did not believe that the school was helping these students.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
Hire additional teacher to provide small group support for grades 1-4.	\$59,181 for teacher (SACS Code 1100)	The School hired one additional full-time teacher who provided small group learning for students who needed additional support within the classroom.	\$59,181 for teacher (SACS Code 1100)
Identify and track success measures for all low income pupils.	Part of administrative duties \$99,125 (SACS Code 1300)	The School hired an Implicit Curriculum Coordinator to help students navigate the social-emotional aspects of school.	Part of administrative duties \$99,125 (SACS Code 1300)
Hire Implicit Curriculum Coordinator to help students navigate the social-emotional aspects of school.			

	\$8,300 for Implicit Curriculum Coordinator (SACS Code 2100)		\$8,300 for Implicit Curriculum Coordinator (SACS Code 2100)
Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The School will be revising the Implicit Coordinator's duties to ensure that their support is available at critical times of the school day, including recess and lunch.		

Original GOAL from prior year LCAP:	Goal 3: Parent Involvement Parents are actively engaged as partners in the education of their child and in the life of the school.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6_ 7_ 8X_ COE only: 9__ 10__ Local : Specify _____
	Outcomes: <ul style="list-style-type: none"> ● 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. 		
Goal Applies to:	Schools:	The REACH Charter School	
	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	Measures: <ul style="list-style-type: none"> ● 95% or more of parents feel they have opportunities to actively be engaged in the life of the school. (2014-15 baseline 100%) ● 50% of parents volunteer at the school for a minimum of 5 hours/month. 		Actual Annual Measurable Outcomes: 97% of parents reported that they have opportunities to be involved in the life of the school. 59% of parents reported that they volunteered for the school five or more hours per month. Only 9% reported not volunteering at all.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
<p>Create weekly school newsletter to be e-mailed to families.</p> <p>Track volunteer hours and share information with parents.</p>	<p>Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer</p> <p>Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer</p>	<p>The School used volunteers to coordinate a weekly newsletter that was e-mailed to the School Community every Tuesday and was titled: Tuesday Good News Day.</p> <p>Parent volunteer hours were coordinated through the front office. Office staff supported the self-tracking activities.</p>	<p>Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer</p> <p>Part of administrative duties \$99,125 (SACS Code 1300) and parent volunteer</p>
<p>Scope of service:</p> <p><input type="checkbox"/>_XALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other</p> <p>Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other</p> <p>Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The parent volunteer coordination and communication was challenging. There was only a paper copy of the recorded volunteer hours, next year we plan to move the reporting online, so volunteers can report and track their time and the school can contact people who are struggling to find ways that they can participate in the School.</p>		

Original GOAL from prior year LCAP:	<p>Goal 4: A Safe and Supportive Environment The REACH School provides a safe and supportive environment, in which student’s social and emotional development and sense of engagement is supported.</p> <p><u>Outcome(s):</u></p> <ul style="list-style-type: none"> ● Students feel safe at school. ● Students are socially, emotionally, and physically healthy. ● Students are actively engaged in the life of the school. 	<p>Related State and/or Local Priorities: 1_X 2__ 3__ 4X 5X 6X 7__ 8X COE only: 9__ 10__</p> <p>Local : Specify _____</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="319 586 499 626">Schools:</td> <td data-bbox="499 586 1493 626">The REACH Charter School</td> </tr> <tr> <td data-bbox="319 626 499 659">Applicable Pupil Subgroups:</td> <td data-bbox="499 626 1493 659">All Students</td> </tr> </table>	Schools:	The REACH Charter School	Applicable Pupil Subgroups:	All Students	
Schools:	The REACH Charter School					
Applicable Pupil Subgroups:	All Students					
Expected Annual Measurable Outcomes:	<p><u>Measures:</u></p> <ul style="list-style-type: none"> ● 90% of students report feeling safe at school. ● 95% of parents report that their child feels safe at school. (2013-14 baseline 100%) ● 90% of students report feeling engaged at school. ● 95% of parents report that their child feels engaged at school. (2013-14 baseline 93%) ● 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. <p>Chronic absenteeism is 5% or lower.</p>	<p><u>Actual Annual Measurable Outcomes:</u></p> <ul style="list-style-type: none"> ● 96% of students reported feeling safe at school. ● 100% of parents reported that their child feels safe at school. (2013-14 baseline 100%) ● 90% of students reported feeling engaged at school. ● 94% of parents reported that their child feels engaged at school. (2013-14 baseline 93%) ● 89% of parents and 80% of faculty reported that they feel the school facility is clean and in good physical condition. ● Students attendance rate was 95.3% for the year. ● 6% of the students were classified as chronic absent missing more than 10% of the school days. 				

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditure
<p>Make timely repairs to facilities.</p> <p>Continue to hire janitorial staff for daily cleaning and one annual deep cleaning.</p> <p>Create attendance program working with long-term absent students to apply for and complete independent study program.</p>	<p>\$1,500 for building maintenance (SACS Code 5601)</p> <p>\$15,000 for housekeeping services (SACS Code 5500)</p> <p>\$8,110 for attendance support (SACS Code 2400)</p>		<p>\$1,500 for building maintenance (SACS Code 5601)</p> <p>\$15,000 for housekeeping services (SACS Code 5500)</p> <p>\$8,110 for attendance support (SACS Code 2400)</p>
Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The School will institute an attendance plan for all chronically- absent students early in the school year to reduce the rate of chronic absenteeism.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ NA

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

0	%
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).