

Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name

Contact Name and Title

Email and Phone

The REACH School

Dr. James Brown
Director

jbrown@reach-program.com
707 823-8613

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 seen growth in its population in the past two years, growing from a P2 ADA of 87 in 2016-17 to 112 in 2017-18 and we are on track for continued growth in the 2018-19 school year.

The school maintains a small school environment with average class sizes currently hovering around 20 for all grades, with the largest class size at 24. Approximately 37% of our students are low-income, an increase from the previous year. Currently, 22% of our population demonstrates some level of disability as identified in a Section 504 Plan or an IEP for special education services.

The 2017-2018 school year was the first year of the school's most recent charter renewal and our first year as an independent LEA. Working with Sonoma County SELPA, we are providing a full range of services to our students.

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 2017-2018 school year demonstrated the increasing stability of the professional staff. All teachers returned from the previous year and two new teachers were added. The new teachers are in the process of completing BTSA training and are being mentored by a colleague on campus. The rest of the staff have clear credentials.

This year was also year one in a three-year Positive Discipline implementation across all grades. Teachers were trained prior to school opening and supported during the year in positive discipline in classroom through observation and feedback by a certified positive discipline trainer. During the fires of October 2017, the trainer came to our campus and supported the teachers in preparing for the return of possibly traumatized students to their classrooms.

The school was closed for a full week during the wildfires, some members of our community were located in the areas impacted and lost their homes. Even though the school was not in immediate danger by the fire, the smoke and impacted air quality was significant. As a result, many families chose to shelter in place until air quality was no longer a risk. This resulted in significant loss of attendance, functionally, the school lost 2 weeks of instruction.

Another large challenge this year has been the necessity for a change in leadership that occurred before the end of the school year, early May. The transition was held by the community as a whole, with the board and professional staff collaborating on hiring a new director, meeting school reporting obligations, keeping the 8th grade graduation festive and perhaps most importantly, helping our community reconnect through the reintroduction of favorite school traditions that had fallen away, such as end of year all school picnic.

The school's Board of Directors continues its long tradition of strong fiscal oversight as well as building a stronger infrastructure through policy review, update and change.

REACH has solidified many of its processes and has moved to an increasingly clear and shared vision for the success of our TK-8 school.

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 continued commitment to high quality education. All four goals moving forward are similar to previous goals and reflect the need for continued monitoring of struggling students and a clear focus on services for low income students who struggle with attendance, grade level academic performance or both. The achievement gap for low income students in math is around -2.27%.

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

REACH continued to have a strong showing in our English Language Arts scores when compared both to state and local averages, despite a dip in one class that disproportionately impacts a school of our size on overall scoring. Our internal assessments using Scholastic shows growth across all grades with significant strides being made in second and 6th grade, each gaining over 200 points on their Lexile scores over the course of the year.

Based on our Scholastic assessments, the school averaged 145 point increase in Quantile Scores over the course of the year, with second and sixth grades showing the largest increases at 225 point increase and 165 point increase respectively. We hope that the growth we've seen academically will be reflected in the 2017-18 CAASP though the evaluation processes are different.

The first year of being our own LEA and working with Sonoma County SELPA has proved a success with our SPED coordinator working tightly with core teachers. We have been able to hire and work with a comprehensive team of specialists that we feel meet the needs of our students and additionally fit our community well. Our expenditures for year one were below those of our previous encroachment costs despite an increase in the number of students identified as in need of service.

Parent and teacher feedback drove a deeper investment into our social-emotional curriculum and led to the school launching a three year Positive Discipline implementation program. 2017-18 was the first year of that three year program and it laid a strong foundation for continuing a deep, focused social emotional curriculum that dovetails well with Project Based Learning and its reflection process. In addition, it creates a stronger framework to maintain our

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

REACH continues to struggle with absenteeism. While policies around absenteeism and processes around stemming it have been reviewed and implemented, the school continues to reinforce in the parent body the importance of attendance, especially in a Project Based Learning model.

Parent involvement in school sponsored events remained somewhat low through the school year and volunteerism while enthusiastic, was primarily classroom-based. REACH successfully launched a new fundraising non-profit, REACH Education Foundation, to both improve communication around fundraising and volunteerism and to expand the school's ability to use its funds to meet a broad number of challenges from facilities to program development. REACH began a turnaround late in the year on community events and parent education which we look forward to building on next year as one way to address parent involvement.

The school can improve the processes by which we identify and address education gaps across grades. While we do have an internal assessment process, new and improved RTI systems and a group of highly collaborative teachers, gaps remain.

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 2016-2017 SBAC data, there continues to be a significant performance gap for low income students in ELA. We have continued to focus on attendance as a way to improve outcomes for low income students as many of the tools we have for improving outcomes for the general population prove effective when students are attending regularly.

The implementation of a strong social emotional curriculum could provide additional incentive for students to participate in school as clear age-appropriate behavior expectations and equitable attention foster stronger student-teacher relationships.

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.
 - continued tight integration of SPED and 504 support with core teaching program
2. Continued implementation of a strong social emotional program, Positive Discipline, which provides frameworks for the whole community not just to resolve problems, but to establish norms on acceptable behaviors and clear, age-appropriate expectations.
3. Proactive community development through activities such as parent education nights, culmination presentations and class meetings for the whole school with an eye to supporting low income families that might need additional support attending events by offering child care when possible and scheduling events when more working parents can come.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year	\$1,484,966.00
------------------------------------------------------	----------------

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year	\$123,195.00
-------------------------------------------------------------------------------------------------------------	--------------

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

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.

Total Projected LCFF Revenues for LCAP Year	\$1,008,059.00
---------------------------------------------	----------------

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Improve academic performance in the area of mathematics for all students by adopting, implementing and providing continuous teacher training for a CCSS based math curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,6,7,8
------------------	-------------

Annual Measurable Outcomes

Expected	Actual
<p>36% of all students will meet or exceed the standards on the 2017-2018 SBAC Math assessment.</p> <p>22% of all students will meet or exceed the standards on the 2017-2018 SBAC Math assessment.</p> <p>An increase of 2% from beginning of the 2017-2018 school year baseline data.</p>	<p>1. Results of CAASPP not currently available. Goal will be updated once official results are released.</p> <p>2. On internal assessments, students showed an average Quantile growth of 145 points over the course of the year. A total of 62% of our students are at basic or above.</p>

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Academic Enrichment 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.</p>	<p>1. Two new teachers and one returning teacher were trained on the adopted curriculum.</p> <p>2. Math has continued to be vertically placed with students working in ability groupings as determined by curriculum driven baseline assessments.</p> <p>3. We currently own Scholastic and implemented three assessment terms, baseline, interim and summative, for math.</p> <p>4. RTI continued to grow from last year's systems work. The school continued to offer one-on-one and small group support available for struggling students. Teachers integrated RTI opportunities in to regular sessions as well.</p>	<p>\$54,677.00</p>	<p>\$91,342.00</p>

Goal Analysis

Overall implementation of the actions/services to achieve goal.

1. Two new teachers and one returning teacher were trained on the adopted curriculum. Two spring staff meetings were dedicated to the review of LCAP goals for 2017-18.
2. Integrated RTI as standing staff meeting agenda item to foster continued focus of teachers and director on supporting struggling students
3. Pull out RTI support for one-on-one and small groups in the middle school
4. Teachers continued to develop from previous year RTI systems for identifying and responding to struggling students.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Anecdotal information points to increased teacher confidence in RTI process and procedures and that incorporating RTI as a standing item has encouraged more reflection on students needing more support. Data from testing not yet available, but internal assessments demonstrate growth over the year for all groups and a decrease in the low income math gap.

Material differences between budgeted expenditures and estimated actual expenditures

No Material Differences

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

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 Priorities	1,2,4,6,7,8
------------------	-------------

Annual Measurable Outcomes

Expected

63% of all students met or exceeded the standards on the 2017-2018 SBAC ELA assessment. 43% of low income students will meet or exceed the standards on the 2017-2018 SBAC ELA assessment. increase of 2% from beginning of the 2017-2018 school year baseline data

Actual

1. CAASPP results not currently available. Goal will be updated once official results are released.
2. On internal assessments, ELA growth was demonstrated by a shift of 36% of students testing at below basic for reading for baseline to 16% at year end. A total of 81% of our students at basic or above.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Academic Enrichment -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.</p>	<p>1.1. Annual teacher review of effectiveness of ELA curriculum based on anecdotal and assessment data, curriculum selected and implemented for k-1. Grades 2 and 3 are still under development. Grades 4-8 use a literature-based approach to reading which fits with our PBL curriculum.</p> <p>2. Teachers reviewed writing processes and outcomes for lower grades (k-3). Writing has been tightly woven into PBL through reflection and research and are designed to align with CCSS.</p> <p>3. School used Scholastic Assessments to determine Lexile scores and student's growth over time through baseline, interim and summative assessments.</p> <p>4. Aides were used to support struggling students with IEPs and 504s.</p>	<p>\$51,477.00</p>	<p>\$74,184.00</p>

Goal Analysis

Overall implementation of the actions/services to achieve goal.

Teachers and director worked collaboratively to review and decide on appropriate curriculum. While the implementation across all the lower grades of a writing curriculum proved more challenging than expected, we implemented in grades K-2 and are on track to bring the remaining grades onboard next year. Aide support remained vital in accommodating students with identified needs and an investment well worth making. The integration of SPED services was streamlined by having our coordinator on campus creating impromptu as well as scheduled meetings and reflection possible and allowing the organization to facilitate solutions much more quickly.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Based on our internal measures, we feel that the school has been served well by the actions taken this school year. The Scholastic assessment shows strong ELA scores across all grades.

Material differences between budgeted expenditures and estimated actual expenditures

No material difference

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.

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 Priorities	1,4,6
------------------	-------

Annual Measurable Outcomes

Expected

Actual

83% of parents report that their child feels engaged at school. 88% of parents report that the school facilities are in good repair87% of parent report that their child feel safe at school

The school did a parent and staff survey in April of this year. However, WestEd has not returned our data within their specified 4-week turnaround time. We will update the outcome when available.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Safe and supportive environment 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.</p>	<p>1. School adopted and invested in a three-year implementation of Positive Discipline as our social emotional curriculum of choice. The implementation included all staff working with students and the director.</p> <p>2. School has begun using Parent Square and over the course of the year. slowly increased the number and quality of parent focused communications to increase parent interest.</p> <p>3. In 2016-17, the school began investing in a community-wide design process for campus improvements and the creation of an overall plan that reflects the school's values of PBL and SEL. 2017-18 reflects the first phase of that plan, including, site topographic survey, the purchase of a new wooden play structure, the installation of an ADA path to that structure and the planing of a</p>	<p>\$46,674.00</p>	<p>\$84,031.00</p>

Goal Analysis

Overall implementation of the actions/services to achieve goal.

This year was of year 1 of a 3 year positive discipline implementation program across all grades. During that time, staff has been trained on using positive discipline and has had the opportunity to be observed during the course of regular instruction with feedback from a professional Positive Discipline trainer.

In addition, the school invested in a number of projects to improve the physical space of our older campus. These improvements included the completed renovation of a central classroom, improvements to walkways, roofing and the purchase of a new wooden play structure.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Classroom culture has been improved in year one by creating a standardized set of age appropriate behavior expectations, a vocabulary to share when discussing behavior or community challenges and by creating systems teachers and staff can consistently refer to, when addressing problems.

Each new improvement of the campus, especially the announcement of the new play structure has been met with enthusiasm by parents, staff and students. We will be able to gauge better if the new improvements executed this year will translate to decreases in recess conflict.

Material differences between budgeted expenditures and estimated actual expenditures

No material differences

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 change

Goal 4

Increase daily student attendance and decrease chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities	1,3,5,6
------------------	---------

Annual Measurable Outcomes

Expected

The school's annual attendance rate is 94.5%10% or less chronic absenteeism

Actual

REACH's current ADA for 2017-18 was 93.51%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Increase daily student attendance and decrease chronic absenteeism.</p> <p>1. Revise Reach Parent Foundation board policy to include a Attendance Review Board mechanism to address students who are chronically absent.</p> <p>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.</p>	<p>1. Board Policy presented and approved to address chronically absent students.</p> <p>2. Additional staff hours allocated to address communication needs around contacting families of chronically absent students. Parent Square also decreased outreach time by automating parent alerts when students are absent without an excuse.</p> <p>3. Added additional staff hours to following up with families who planned to be absent for longer period to develop independent study plans to confirm their return.</p>	<p>\$18,044.00</p>	<p>\$17,961.00</p>

Goal Analysis

Overall implementation of the actions/services to achieve goal.

Following up with the parents of chronically absent students was aided by ParentSquare for real time follow up on individual absences, however the next step will be communicating sooner as students accrue absences. Policy reflects clear processes to address the absences and offer parents and students opportunities to get support to improve attendance.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The fires in October significantly impacted attendance in our school. Had we not had the fires, it seems likely that the target would have been met this year. However, issues like stress and air quality concerns prevented families from returning to school despite the containment of the fires.

Material differences between budgeted expenditures and estimated actual expenditures

No material differences

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

Stakeholder Engagement

LCAP Year 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?

1. Parent Survey June 2018 – 45 families answered survey questions that were focused on a number of satisfaction points including the questions that specifically addressed the 2016-2017 LCAP.
2. Consultation with professional organizations, 2017-2018 ongoing – The director attended an LCAP training in April to update many trainings received the previous year.
3. LCAP Parent Community Meetings , March and April 2018 – 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.
5. Individual Teacher/Director Meetings, 2017-2018 ongoing –Teachers and director kicked off year with a review of LCAP goals for 17/18. 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, 2017-2018 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.

Impact on LCAP and Annual Update

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

1. Low turn out for the LCAP parent meetings has reinforced the need to improve community participation/parent involvement. The school has addressed parent involvement somewhat this year and will continue to in 18/19.
2. Continued parent education on Positive Discipline and Project-based Learning is needed to help parents of middle school kids better understand how these curricula prepare their children for high school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified

Goal 1

Improve academic performance in the area of mathematics for all students by adopting, implementing and providing continuous teacher training for a CCSS based math curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,6,7,8
------------------	-------------

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

Metric/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 by a minimum of 3% each year.	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.
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.

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

Low Income

Scope of Services:

Schoolwide

Location(s):

All Schools

Actions/Services

Modified

Academic Enrichment 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. Continue to implement internal assessments. 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.

Budgeted Expenditures

2017-18

Amount \$54,677.00

Sources

Math materials and teacher training	\$7,000.00
In-house CCSS aligned assessment program	\$3,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

2018-19**Amount** \$53,677.00**Sources**

Math materials and teacher training	\$7,000.00
In-house CCSS aligned assessment program	\$2,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

2019-20**Amount** \$53,677.00**Sources**

Math materials and teacher training	\$7,000.00
In-house CCSS aligned assessment program	\$2,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

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 Priorities	1,2,4,6,7,8
------------------	-------------

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

Metric/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

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

None

Actions/Services

Modified

Academic Enrichment 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.

Budgeted Expenditures

2017-18**Amount** \$51,477.00**Sources**

Reading curriculum and teacher training	\$2,500.00
Writing curriculum	\$1,300.00
In-house CCSS aligned assessment program	\$3,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

2018-19**Amount** \$50,477.00**Sources**

Reading curriculum and teacher training	\$2,500.00
Writing curriculum	\$1,300.00
In-house CCSS aligned assessment program	\$2,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

2019-20**Amount** \$50,477.00**Sources**

Reading curriculum and teacher training	\$2,500.00
Writing curriculum	\$1,300.00
In-house CCSS aligned assessment program	\$2,340.00
Paraprofessional special education aide salary	\$44,337.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense

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 Priorities	1,4,6
------------------	-------

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

Metric/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

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

Modified

Safe and supportive environment Continued training and development in Positive Discipline 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.

Budgeted Expenditures

2017-18

Amount \$46,674.00

Sources

expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program	\$5,500.00
Parent Square	\$1,200.00
Use of previous year's grant funds	\$39,974.00

Budget Reference

1100	Teachers' Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense
5601	Building Maintenance
5800	Professional/Consulting Services and Operating Expenditures

2018-19**Amount** \$56,700.00**Sources**

expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program	\$5,500.00
Parent Square	\$1,200.00
Use of previous year's grant funds	\$50,000.00

Budget Reference

1100	Teachers' Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense
5601	Building Maintenance
5800	Professional/Consulting Services and Operating Expenditures

2019-20**Amount** \$56,700.00**Sources**

expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program	\$5,500.00
Parent Square	\$1,200.00
Use of previous year's grant funds	\$50,000.00

Budget Reference

1100	Teachers' Salaries
4100	Approved Textbooks and Core Curricula Materials
5210	Training and Development Expense
5601	Building Maintenance
5800	Professional/Consulting Services and Operating Expenditures

Modified

Goal 4

Increase daily student attendance and decrease chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities 1,3,5,6

Identified Need

Attendance data for the 2016-2017 school year revealed that End of Year attendance rate was 93.8% and with a 20% chronic absenteeism rate

Expected Annual Measurable Outcomes

Metric/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
16% or less chronic absenteeism	The school's chronic absenteeism rate for the 2016-2017 is 20%	20% or less chronic absenteeism	18% or less chronic absenteeism	16% or less chronic absenteeism

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

Modified

Increase daily student attendance and decrease chronic absenteeism. 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.

Budgeted Expenditures

2017-18**Amount** \$18,044.00**Sources**

Cost of attendance clerks time dedication to attendance tracking and parent follow-up	\$13,044.00
IS Teacher time to support site program students who need short term independent study	\$5,000.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries

2018-19**Amount** \$18,044.00**Sources**

Cost of attendance clerks time dedication to attendance tracking and parent follow-up	\$13,044.00
IS Teacher time to support site program students who need short term independent study	\$5,000.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries

2019-20**Amount** \$18,044.00**Sources**

Cost of attendance clerks time dedication to attendance tracking and parent follow-up	\$13,044.00
IS Teacher time to support site program students who need short term independent study	\$5,000.00

Budget Reference

1100	Teachers' Salaries
2100	Instructional Aide Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$61,386.00

0.03%

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.

The School's unduplicated count for the 17-18 school year was 35.56% with most of these students falling in the low-income category. We do not anticipate any significant changes to this percentage for the 18-19 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 and continuing to refine procedures and increase staffing for the program will give us the opportunity to identify and specifically target unduplicated students.

Unduplicated students are also disproportionately represented in the group of students who are chronically absent. While the school put into place policies and procedures mentioned earlier, it will continue to improve execution of those procedures and to use improved communication with parents to improve attendance. The school is also aware that as students prepare for middle school, the consequences of chronic absenteeism multiplies and will be setting grade specific attendance expectations to all middle school families as part of a middle school launch for next year.

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 with poverty related struggles at home. This LCAP includes continued investment in training in Positive Discipline for all staff (as opposed to just core teachers) as well as parent education classes targeted at our most challenged families.

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

1. Academic Enrichment

These actions hit all of the state priorities. By addressing educator mastery of the curriculum they are teaching, our staff is better able to tailor teaching to a variety of learning styles and challenges. Providing ability-grouping around the delivery of that curriculum better individualizes and remediates as needed by using and normalizing a system of differentiation. Internal assessments are crucial to the school's commitment to continuous improvement by offering another feedback loop on student achievement. Finally, by having a strong RTI program, we are better able to identify and remediate quickly.

2. Academic Enrichment

These actions address all 8 State Priorities. Teachers' professional input driving curriculum outcomes supports a strong teacher ownership of curriculum and drives appropriate delivery for a variety of learners and learning styles. Internal assessments keep the school focused on continuous improvement and drives adjustments to curriculum delivery as needed to meet students' needs, whether for acceleration or remediation and improve overall student outcomes. RTI fosters continued improvement and offers a path for better communication with parents and guardians by standardizing the processes the school uses to discuss student challenges with families.

This action addresses priorities 1,3, 4 and 6 by directly developing our Positive Discipline skillset across the organization. Teachers, staff and parents being trained in a common language and set of understandings supports all students and provides opportunities for discipline redirection before issues become high impact. Our chosen curriculum promotes a supportive school climate, seeks to involve families in problem solving. Continued improvement in parent communications through ParentSquare and community involvement in things like community work days supports student achievement by creating a coherent social net invested in all learners' success.

4. Increase daily student attendance and decrease chronic absenteeism.

Chronic absenteeism in any school setting is problematic, and it is doubly so in a PBL context as there are no work sheets to make up for missed days. For unduplicated students who disproportionately represent those students experiencing chronic absenteeism, these goals provide an additional layer of support for getting to school, which will improve outcomes across the board for achievement, culture, engagement and parent involvement.