Local Control Funding Formula (LCFF) Budget Overview for Parents

Local Educational Agency (LEA) Name:	The REACH School
CDS Code:	49-70938-0120121
Local Control and Accountability Plan (LCAP) Year:	2019-20
LEA Contact Information:	Dr. James D Brown
	Director
	jbrown@reachcharterschool.org
	707-823-8618

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

$26,713.00
1.69 %

$555,580.00
35.14 %

$919,631.00
58.16 %

$79,205.00
5.01 %

- All Federal Funds
- All Local Funds
- All Other State Funds
- Total LCFF Funds
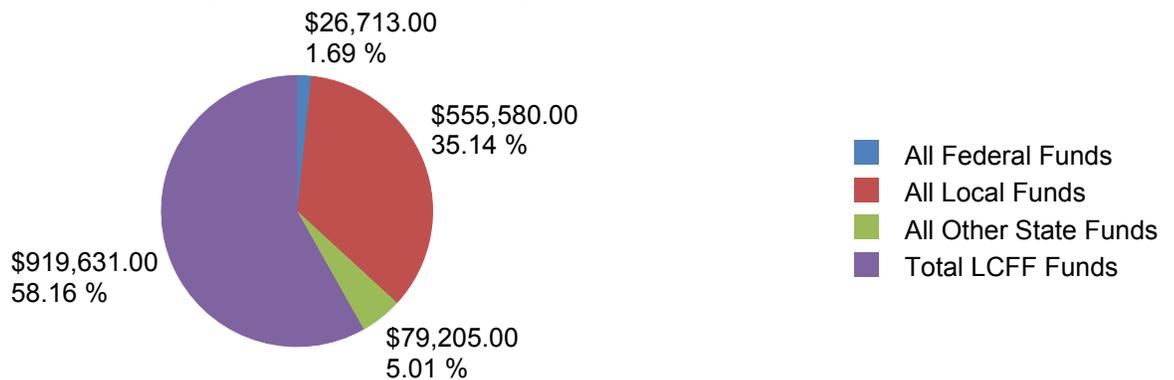
Source	Funds	Percentage
All Federal Funds	$26,713.00	1.69 %
All Local Funds	$555,580.00	35.14 %
All Other State Funds	$79,205.00	5.01 %
Total LCFF Funds	$919,631.00	58.16 %

Breakdown of Total LCFF Funds

$68,604.00
7.46 %

$851,027.00
92.54 %

- All Other LCFF Funds
- LCFF Supplemental and concentration grants

Source	Funds	Percentage
LCFF Supplemental and concentration grants	$68,604.00	7.46 %
All Other LCFF Funds	$851,027.00	92.54 %

These charts show the total general purpose revenue The REACH School expects to receive in the coming year from all sources

The total revenue projected for The REACH School is $1,649,733.00, of which $919,631.00 is Local Control Funding Formula (LCFF), $79,205.00 is other state funds, $555,580.00 is local funds, and $26,713.00 is federal funds. Of the $68,604.00 in LCFF Funds, $68,604.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

| | Total Budgeted Expenditures in LCAP |
| | Total Budgeted General Fund Expenditures |

Source	Funds
Total Budgeted General Fund Expenditures	$1,646,825.00
Total Budgeted Expenditures in LCAP	$178,898.00

This chart provides a quick summary of how much The REACH School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

The REACH School plans to spend $1,646,825.00 for the 2019-20 school year. Of that amount, $178,898.00 is tied to actions/services in the LCAP and $1,467,927.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General certificated and classified staff salaries, plant operations and maintenance, back office and financial services.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, The REACH Schoolis projecting it will receive $68,604.00 based on the enrollment of foster youth, English learner, and low-income students. The REACH School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP The REACH School plans to spend $178,898.00 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

■ **Total Budgeted Expenditures for High Needs Students**

■ **Estimated Actual Expenditures for High Needs Students**

$178,898.00

$246,711.00

This chart compares what The REACH School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The REACH School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, The REACH School's LCAP budgeted $178,898.00 for planned actions to increase or improve services for high needs students. The REACH School estimates that it will actually spend $246,711.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
The REACH School	Dr. James D Brown Director	jbrown@reachcharterschool.org 707-823-8618

2017-20 Plan Summary

The Story

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 three years, growing from a P2 ADA of 87 in 2016-17 to 112 in 2017-18 and 133 in the 2018-2019 school year.

The school maintains a small school environment with average class sizes averaging 20 or fewer students. Approximately 37% of our students are low-income, which has remained stable year over year. Currently, 22% of our students demonstrate some level of disability as identified in a Section 504 Plan or an IEP for special education services.

The 2018-2019 school year was the second year of the school's most recent charter renewal and as well as its second year as an independent LEA for special education. The school works under the Sonoma County SELPA and provides a full range of services to our students via independent service agreements with providers and a full-time resource specialist who also coordinates and administrates services.

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

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

Staff professional growth and stability has remained a key focus for the school and administration. In 2018-2019 school year, we supported three teachers in completing their second year of teacher induction, as well as supporting the completion of initial credentialing for a fourth teacher. Our retention remains high with the school retaining all but one teacher at the end of the year.

2018-2019 was also year two in a three-year Positive Discipline implementation across all grades. Teachers and support staff participated in training prior to school opening and received regular support by way of observations and coaching during the year by the school's certified positive discipline trainer. In addition, three staff members and one parent became certified parent trainers, and the school embarked on providing regular parent workshops in Positive Discipline with the launch of an initial group in the 2018-2019 school year. REACH was certified by the Positive Discipline Association starting in 2018-2019 as a Positive Discipline Lab School in recognition of its efforts in implementing the program school-wide.

The school once again saw disruption from unprecedented school closures from both wildfires and flooding. Smoke from regional fires impacted air quality significantly, and resulted once again in many families taking shelter in place until air quality was no longer a risk. Attendance was also impacted on following days as families continued to mitigate health risks. Despite these disruptions, improvements in attendance continued to grow throughout the year overall.

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 continues in it's third consecutive year to build on goals from the previous years, and reflects the school's mission and vision as outlined in its charter. The four goals moving forward are largely similar to previous goals, and reflect the need for continued monitoring of struggling students, and a clear focus on services for low income students (SED) who struggle with attendance, grade level academic performance or both. While overall, chronic absenteeism increased for all students the previous year, absenteeism among SED students saw a slight decrease of -4.6%. The latest available data on state testing for english language arts shows an increase for all students in score of 6.1 with the bulk of the increase being seen by SED students of 27.6. A similar trend is reported in mathematics performance with a 14.8 point increase of student scores overall and 25.4 increase for SED students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 improvements for SED students in our English Language Arts and mathematics scores when compared to the previous year. Internal assessments using Scholastic shows moderate growth, though slightly lower than the previous year, in proficiency across all grades in both ELA and math that was reflected in CAASPP testing results.

Continuation and expansion of the school's Socio-emotional (SEL) and Project-based Learning (PBL) programs have contributed to creating and sustaining a stronger framework to improving attendance and already low suspension rates by diverting student social challenges from discipline. These programs are expected to continue having a positive impact on student academic performance by increasing student engagement and reducing missed instructional time. This progress is reflected in a significant increase in student attendance and a decrease in chronic absenteeism.

Referring to the California School Dashboard, 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

Policies and procedures around absenteeism were reviewed and implemented during the 2018-2019 school year, however, REACH continues to struggle with absenteeism and chronic tardiness among a small subset of its students. The school continues to emphasize with families the importance of attendance with families, especially in its PBL model of learning. In addition, the school has introduced parent workshops in Positive Discipline to extend our SEL program into the home environment, and help parents support student social growth and increase engagement with school. More uniform enforcement of attendance policy is needed to support families still struggling with consistent attendance.

While parent involvement in school sponsored events has improved overall, more robust communication of classroom activities and volunteer opportunities is identified as an area of growth for the school. REACH Education Foundation which was launched this past year, achieved a 90% participation rate in family giving, and helped families become more engaged in school activities and progress.

The school continues to improve in identifying and addressing education gaps across grades in both ELA and math. Consistent application of assessment and intervention resources have been slow to take hold across all grades. In addition, low participation rates in state testing, especially among among students with disabilities, has made accurate assessment of student progress from year to year more difficult to assess.

Referring to the California School Dashboard, 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?

Performance Gaps

While performance gaps between student groups have improved from the 2017 to the 2018 SBAC data, there continues to be a performance gap for low income students in both math and 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. In addition, the school has improved the use of assessments in identifying performance gaps among students and improving testing participation rates to get more accurate performance results among various students.

Continued implementation of our strong social emotional curriculum is expected to provide additional incentive for students to participate in school as clear age-appropriate behavior expectations and equitable attention foster stronger student-teacher and peer relationships.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Improve academic performance in the area of mathematics
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
38% of all students will meet or exceeded the standards on the 2018-2019 SBAC Math assessment. 25% of low income students will meet or exceed the standards on the 2018-2019 SBAC Math assessment. An increase of 2% from beginning of the 2018-2019 school year baseline data.	33.3% of all students met or exceeded the standards on the 2018-2019 SBAC Math assessment. 10% of low income students met or exceeded the standards on the 2018-2019 SBAC Math assessment.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **Academic Enrichment**		$53,677.00	$72,647.63

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

The school continued implementation of the chosen math curriculum, Eureka Math, and provided training for three teachers prior to the start of the school year. The school licensed or implemented digital tools to provide supplemental content mastery and fluency practice to direct instruction for students. Common math time was implemented across all grade levels to allow students to be placed in higher or lower math groups based on progress and need for remediation or acceleration. All testing grades introduced the inclusion of CAASPP Interim assessments to help expose and train students to the testing system, collect additional student data to supplement current assessments, and help improve test participation by lowering student anxiety over testing.

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

Despite a 40% increase in student enrollment, overall student achievement in math remained the same from the 17-18 CAASPP test to the 18-19 test, with 32.1% of all students test at or above the standard in 17-18 and 33.3% in 18-19. The equivalent percentage for SED were 11% and 10% respectively. Several factors present a significant challenge in accurately assessing the achievement gap for SED students. These include a very low number of students within the sub-group (10 or less) partially caused by low participation rates in CAASPP testing for some groups of students (92%).

While progress has been made in implementing the previous year strategies, there is additional need for improving on the implementation of assessments for both placement and monitoring of student progress, as well as establishing a more consistent Multi-Tier System of Support (MTSS) for students that addresses more student Tier 2 and Tier 3 support needs.

Material differences between budgeted expenditures and estimated actual expenditures

The school spent in excess of the budgeted amount in salaries for math support personnel and in the inclusion of digital resources like Splash Math.

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.

Goals for student interim assessment and MTSS strategies have been updated to reflect improvement of implementation in those areas.

Goal 2

Improve academic performance in the area of English Language arts

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	Actual
65% of all students met or exceeded the standards on the 2018-2019 SBAC ELA assessment. 46% of low income students will meet or exceed the standards on the 2018-2019 SBAC ELA assessment.An increase of 2% from beginning of the 2018-2019 school year baseline data	47.4% of all students met or exceeded the standards on the 2018-2019 SBAC ELA assessment. 20% of low income students met or exceeded the standards on the 2018-2019 SBAC ELA assessment.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **Academic Enrichment**		$50,477.00	$71,885.37

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

An ELA Curriculum Review Committee was formed at the beginning of the school year and met several times over the course of the year. They evaluated and summarized grade level needs for ELA curriculum and evaluated several potential programs, several of which are widely used by local school Districts and throughout the County.

Teachers continued enhancing writing process and opportunities via writing assignments and reflections within the PBL framework. NewsELA was also purchased for grades 4-8 to enhance reading and writing for the upper grades in the context of their research activities for projects.

Scholastic assessments were continued from the previous year and CAASPP Interim Assessments were added as an additional assessment a testing preparation task for students. Teachers met each semester to review and interpret information from the assessments, and build their capacity in evaluating student data for the purpose of planning instruction and possible interventions for students.

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

Despite a 40% increase in student enrollment, overall student achievement in ELA slightly increased over the the 17-18 CAASPP test to the 18-19 test, with 44.6% of all students testing at or above the standard in 17-18 and 47.4% in 18-19. The equivalent percentage for SEL were identical both years at 33.3%. Several factors present a significant challenge in accurately assessing the achievement gap for SED students. These include a very low number of students within the sub-group (10 or less) partially caused by low participation rates in CAASPP testing for some groups of students (92%).

This next year will see the partial implementation of ELA curriculum committees recommendation for reading and wring curriculum for Tk-1 grades as well as the accompanying intervention curriculum for 2nd-8th grades. While progress has been made in implementing the previous year strategies, there is additional need for improving on the implementation of assessments for both placement and monitoring of student progress, as well as establishing a more consistent Multi-Tier System of Support (MTSS) for students that addresses more student Tier 2 and Tier 3 support needs.

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.

Modification to ELA curriculum implementation based on budget constraints for the 19-20 school year.

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
87% of parents report that their child feels engaged at school. 89% of parents report that the school facilities are in good repair. 90% of parent report that their child feel safe at school.	88% of parents responding in the school survey agree or strongly agree that their child feels engaged at school. 82% of parents responding in the school survey agree or strongly agree that the school facilities are in good repair. 86% of parents responding in the school survey agree or strongly agree that their child feel safe at school.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **Safe and supportive environment**		$56,700.00	$75,126.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

REACH completed it's second year of a three year school-wide positive discipline program, which included full day trainings for all staff, as well as observations and coach throughout the year by a certified positive discipline coach. In addition, three teachers and one parent were trained and certified in positive discipline for parents, and launched the first parent workshop in the 2018-2019 school year. Addition SEL programs that teachers have trained in are the SEL Toolbox and Zones of Regulation. These programs are used as supplements to the positive discipline to support students.

Communication through ParentSquare has improved significantly and has become the primary channel through which the school communicates with parents and families. Parent enrollment in the online system reached 100% over the course of the year. In addition, the online system provides a platform for parent group communication based on various interests as well as a hub to coordinate and log volunteer hours, and track parents various interests and talents relevant to the school's needs.

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

Classroom culture and student engagement continues to improve as teachers and support staff develop skills and consistency in the various SEL tools. Processes that are utilized in the classroom to resolve issues are slowly being integrated into unstructured times and play areas of the school through signage and tools that are visual reminders for use in conflict resolution throughout the school.

The training of staff and launch of the first positive discipline for parents workshop allowed the school to take a significant step forward in including parents in the positive discipline implementation for the school.

The school continues to actively dialogue with parents to improve the frequency and quality of communications with the school community, and create a better flow of information to and from the school through ParentSquare.

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.

Goal updated to reflect bias training adoption and increased parent engagement communications.

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	Actual
The school's attendance rate is 95% for at least six monthly attendance reporting periods. 18% or less chronic absenteeism	The attendance rate for 2018-2019 P1 was 95.03% and the attendance rate for P2 was 94.67% with an overall 11% chronic absenteeism rate.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Increase daily student attendance and decrease chronic absenteeism.		$18,044.00	$27,083.28

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

The use of dedicated staff time and communication and verification of absences through ParentSquare has improved absence communication with families significantly. In addition, follow up from attendance staff as absences accrue for students has helped to increase attendance overall.

Follow up on arranging independent study for students with extended absences has helped to mitigate the impact on students when they are absent for an extended period of time.

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

Both wildfires and flooding and their residual impact played a significant role in reducing attendance due to poor air quality and road closures during the months of October through December. While other months saw attendance rates at or above the targeted 95% (with a maximum rate of 96.33% in month 2), this three month period saw a decline in attendance to 93.39% (with the lowest rate of 92.53% in month 5). End of year ADA was 132.8, representing a historically high enrollment for the school.

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.

Goal updated to reflect increased communication of policies and procedures, as well as increased parent communication and contact for struggling students.

Stakeholder Engagement

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 2019 – 70 family members answered survey questions that were focused on a number of satisfaction points including the questions that specifically addressed the 2018-2019 LCAP.

2. Consultation with professional organizations, 2018-2019 ongoing – The director attended an LCAP online training in April to review modified LCAP process.

3. LCAP Parent Community Meeting , June 2019 – This meeting was held for the purpose of explaining the school's LCAP as well as providing feedback activity and discussions addressing, from a parent perspective, areas where the school is performing well and areas that could use some improvement.

5. Staff LCAP Review, May 2019 ands Staff Meetings, 2018-2019 ongoing –Teachers and director reviewed LCAP goals and progress during regular staff meetings. Teachers have continuous opportunities to provide feedback throughout the year using the typical channels of communication, and gathered as a group to provide specific feedback to the 2019-2020 LCAP update process. The staff also engages in weekly staff meetings each Wednesday that includes a variety of activities and offers opportunities for feedback.

6. Monthly meetings of the Reach Parent Foundation Board of Directors, 2018-2019 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. Parent engagement and involvement, while improved, is still in need of greater depth and frequency.

2. Ongoing parent education on Positive Discipline and Project-based Learning is needed to help parents better understand how these curricula integrate with current student learning and prepare their children for continuing education.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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:	**Scope of Services:**	**Location(s):**
Low Income	Schoolwide	All Schools

Actions/Services

Modified

Academic Enrichment 1. Continue 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. Additional training in strategies for differentiation such UDL and working with students with disabilities to supplement instructional practice.

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

4. Continue to implement internal assessments and interim assessments. Gather baseline data in the fall and assess two additional times per year for student progress monitoring and placement.

5. 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. Training and implementation of a structured K-1 grade reading/writing, and reading intervention curriculum. Continue the teacher curriculum review committee for the purposes of review, adoption, purchase of curriculum for grades 2-8.

2. Continue with the school's chosen 2-8 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

Goal 3

The REACH School provides a safe and supportive environment Provide 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 Meeting indicate a continuing need for improved communication from the school and opportunities for parents to engage more easily and frequently in with school activities, including curricular and disciplinary processes and activities. Teacher feedback indicates the need for additional training support in academic and behavioral interventions. While systems and procedures surrounding student discipline have been strengthened, more work needs to be done in clearly educating students, parents, and staff on policies and procedures.

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 1. Continued training and development in Positive Discipline school wide, with the inclusion of regular workshops available to parents on positive discipline.

2. Initiation of three year Welcoming Schools anti-bias curriculum.

3. The school will continue to increase the amount and quality of parent communications using Parent Square, with the inclusion of regular newsletters and opportunities for parent feedback on processes.

4. Continue facilities repair with a focus on deferred maintenance, including Tk-1 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
2200 - Classified Support Salaries (Maintenance, Food)
2400 - Clerical, Technical, and Office Staff Salaries
2900 - Other Classified Salaries (Noon and Yard Sup, etc.)
5210 - Training and Development Expense
5601 - Building Maintenance
5810 - Educational Consultants

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

The attendance rate for 2018-2019 P1 was 95.03% and the attendance rate for P2 was 94.67% with an overall 11% chronic absenteeism rate. End of year ADA was 132.8, representing the largest enrollment that the school has historically had.

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. Review and revise as needed, Reach Parent Foundation board policy regarding Attendance and Attendance Review Board, and communicate policies to parents and staff through on attendance and tardiness through ParentSquare and the student handbook.

2. Review and revise as needed, systems and procedures for attendance absence tracking and accounting. Continue providing dedicated work hours to tracking and monitoring absences on a daily basis, and engage parents in discussions around attendance support early for chronically absent and tardy students.

3. Continue 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
5800 - Professional/Consulting Services and Operating Expenditures

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 2019-20

Estimated Supplemental and Concentration Grant Funds

$68,604.00

Percentage to Increase or Improve Services

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 18-19 school year was 41% with most of these students falling in the low-income category. This represents 6% increase from the previous year in the school's SED count. We do not anticipate any significant changes to this percentage for the 19-20 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 disproportionally represented in the group of students who are chronically absent or tardy. While the school put into place policies and procedures in 2018-2019, it will continue to improve execution of those procedures and to use consistent 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 LEAwide use of funds

1.1   Academic Enrichment

These actions hit all of the state priorities. By addressing educator mastery of the curriculum and instructional practices 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 individuates 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 identify and remediate quickly.

2.1   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.

3.1   Safe and supportive environment

This action addresses priorities 1,3, 4 and 6 by directly developing our Positive Discipline skillset across the organization, and introducing new SEL curriculum targeted at building a bias free school environment. 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 support student achievement by creating a coherent social net invested in all learners' success.

4.1   Increase daily student attendance and decrease chronic absenteeism.

Chronic absenteeism in any school setting is problematic, and its 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.