Local Educational Agency (LEA) name:	REACH Leadership STEAM Academy
CDS code:	33 67215 0126128
LEA contact information:	Dr. Virgie Rentie, 951-275-8820 vrentie@reachroyals.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF funds	$ 5,353,498
LCFF supplemental & concentration grants	$ 582,280
All other state funds	$ 953,115
All local funds	$ 110,304
All federal funds	$ 333,620
Total Projected Revenue	$ 6,750,537

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 6,693,573
Total Budgeted Expenditures in LCAP	$ 582,280
Total Budgeted Expenditures for High Needs Students in LCAP	$ 219,156
Expenditures not in the LCAP	$ 6,111,293

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount

Total Budgeted Expenditures for High Needs Students in the LCAP	$	301,884
Estimated Actual Expenditures for High Needs Students in LCAP	$	379,204

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	General Fund Budget Expenditures for the LCAP year not included in the LCAP will be used for expenditures such as certificated salaries, classified salaries, benefits, books & supplies, contracts & services, capital outlay, other outgo, and support costs.
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve	The LEA's budget to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20 because not all of our goals specifically target our high need students.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Local Educational Agency (LEA) Name: REACH Leadership STEAM Academy

CDS Code: 33 67215 0126128

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Virgie Rentie, 951-275-8820 vrentie@reachroyals.org

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
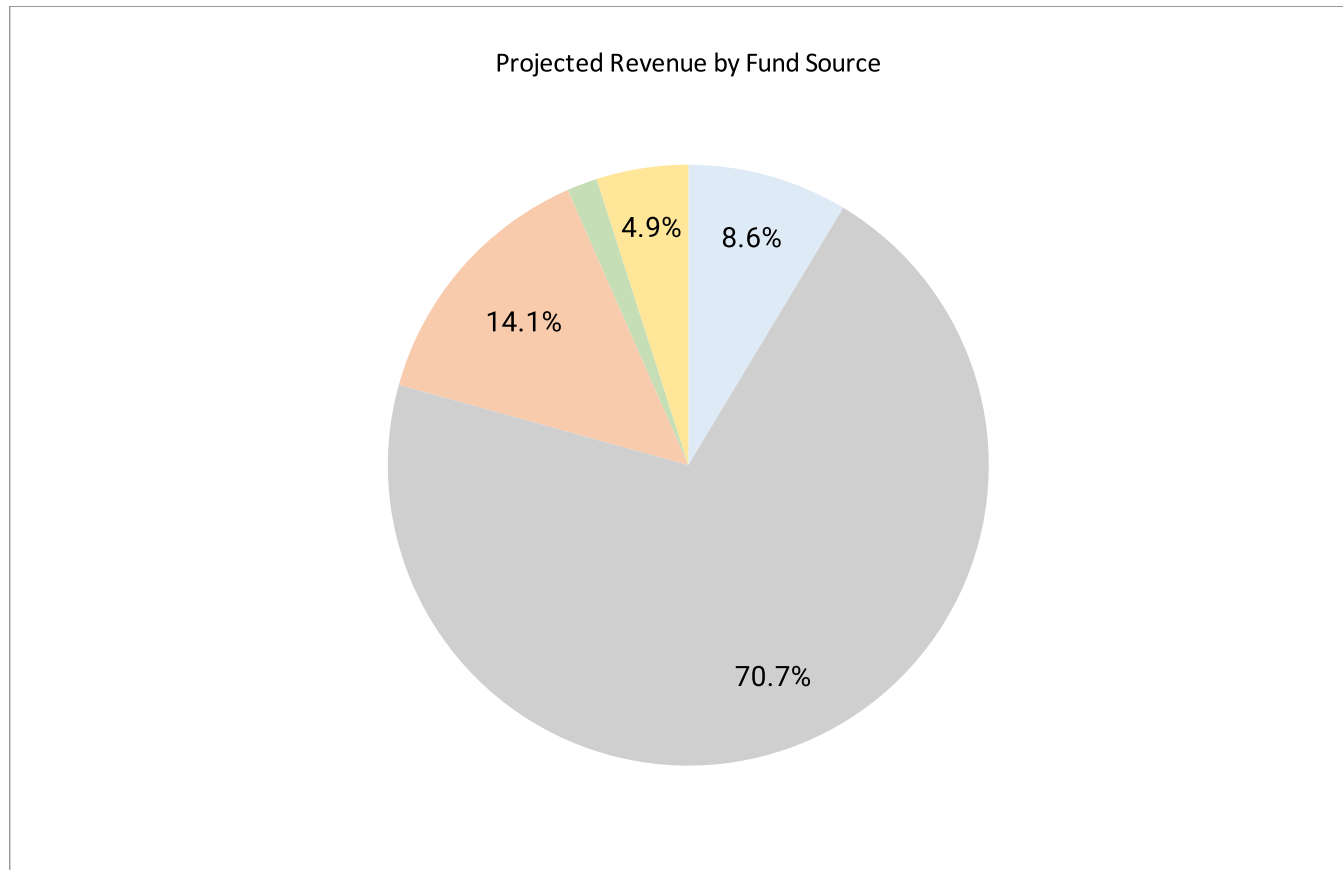
This chart shows the total general purpose revenue REACH Leadership STEAM Academy expects to receive in the coming year from all sources.

The total revenue projected for REACH Leadership STEAM Academy is $6,750,537.00, of which $5,353,498.00 is Local Control Funding Formula (LCFF), $953,115.00 is other state funds, $110,304.00 is local funds, and $333,620.00 is federal funds. Of the $5,353,498.00 in LCFF Funds, $582,280.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

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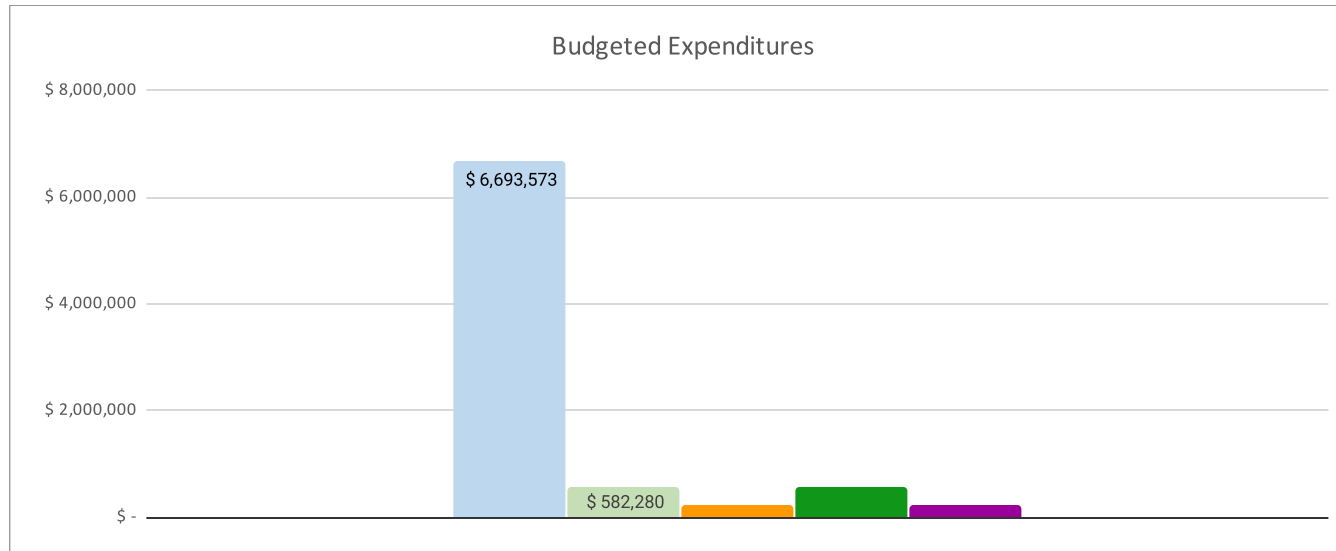
This chart provides a quick summary of how much REACH Leadership STEAM Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

REACH Leadership STEAM Academy plans to spend $6,693,573.00 for the 2019-20 school year. Of that amount, $582,280.00 is tied to actions/services in the LCAP and $6,111,293.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP will be used for expenditures such as certificated salaries, classified salaries, benefits, books & supplies, contracts & services, capital outlay, other outgo, and support costs.

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

In 2019-20, REACH Leadership STEAM Academy is projecting it will receive $582,280.00 based on the enrollment of foster youth, English learner, and low-income students. REACH Leadership STEAM Academy 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, REACH Leadership STEAM Academy plans to spend $219,156.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The LEA's budget to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20 because not all of our goals specifically target our high need students.

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

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

$ 379,204

$ 301,884

$ - $ 100,000 $ 200,000 $ 300,000 $ 400,000
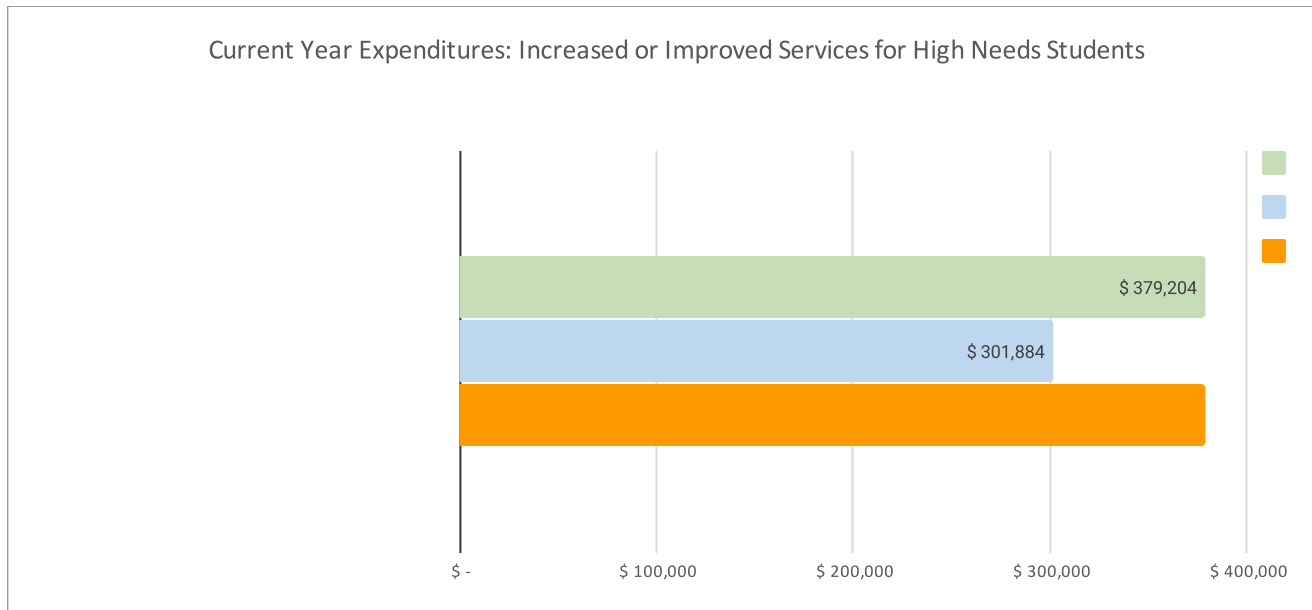
This chart compares what REACH Leadership STEAM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what REACH Leadership STEAM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, REACH Leadership STEAM Academy's LCAP budgeted $301,884.00 for planned actions to increase or improve services for high needs students. REACH Leadership STEAM Academy estimates that it will actually spend $379,204.00 for actions to increase or improve services for high needs students in 2018-19.

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

• **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

• **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.
• **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5* (*5 CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.

• **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming LCAP Year
• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

• **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

• **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

• **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

• **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

• **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
REACH Leadership STEAM Academy	Dr. Virgie Rentie, Executive Director/CEO	vrentie@reachroyals.org (951) 275-8820

2017-20 Plan Summary

The Story

REACH Leadership STEAM Academy was created to close the achievement gap for underserved youth. Authorized by Riverside Unified School District in April 2012, the charter school's vision of involving stakeholders in the decision-making process and school governance has lent itself to an ongoing dialogue between the school and its families, students, teachers and staff. Over half of our enrolled students are classified as low income and approximately 5% are English Learners. Student enrollment continues to grow annually beginning with 77 students in 2012 and a projected enrollment of well over 600 students in the 2019-20 school year.

Enrollment

Student enrollment continues to increase steadily with a nearly 60% of our students considered socio/economically disadvantaged. English Learner enrollment has decreased partly due to reclassification.

Enrollment Data*	
Total Enrollment	500
Grade Span	TK-6
Socioeconomically Disadvantaged	51%
English Learners	5%
Foster Youth	0.2%

*Based on CA Dashboard data for 2018.

Mission

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

Vision

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

Means to Achieve the Mission and Vision

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

1. **High Expectations.** "Schools which establish high expectations for all students –and give them the support necessary to achieve these expectations have high rates of academic success," (Brook, 1989). REACH students, parents, and staff are held to high levels of expectations. Parents are expected to support their child's academic and nonacademic endeavors. Students are expected to always do their personal best.

2. **More Time on Task.** In order to close the achievement gap for REACH's targeted student population, REACH provides a longer school day and a longer school year which allows more time for students to acquire the academic knowledge and skills necessary to be accepted to and graduate from some of the finest colleges and universities in the nation. More time on task speaks to the idea that students are engaged and learning at all times.

3. **Focus on Results.** By focusing on results, educators are able to: (1) identify the desired results. (What do we want students to learn?); (2) determine the acceptable evidence (e.g., assessment), and (3) plan lessons accordingly. At REACH, assessment is part of the learning process.

4. **More time for Teacher Collaborations.** Assessment results guide classroom instruction and ensure academic rigor among all grade levels so that students are prepared to excel academically. REACH teachers meet monthly in grade-level teams for collaboration. In doing so, gifted, on target, and at-risk students are able to receive challenging, rigorous pedagogy at their instructional level. Data meetings are held at the end of each trimester. Administrators and teachers disaggregate diagnostic data for the purpose of identifying students needing extra support and making proper decisions regarding instruction.

LCAP Highlights

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

Over the past 2 years. REACH has worked closely with stakeholders to align LCAP goals with the charter school petition. This year, REACH proposed condensing its eight (8) previous goals into four (4). The modification to four goals will aid stakeholders in understanding the main purpose of the LEA in a clear and transparent manner.

The distillation of the 4 goals are as follows:

Goal 1: Closing the Achievement Gap (Academic and College Readiness) (Currently services and actions are found in Goals 2, 3, 7, and 8 of the 2017-18/2018-19 LCAP).

Goal 2: Parent Engagement (Currently Goal 6 of the 2017-18/2018-19 LCAP).

Goal 3: School Climate (Currently Goal 1 of the 2017-18/2018-19 LCAP).

Goal 4: Professional Development (Currently actions/service are found in Goals 4 and 5 of the 2017-18/2018-19 LCAP).

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

California Dashboard Indicators:

Smarter Balanced Assessment Consortium (SBAC) Data Fall 2019

The goal of REACH has been to create a school climate wherein teachers and staff feel supported and look forward to coming to work each day. REACH Administration feel strongly that if its stakeholders are highly satisfied with the program and find the workplace an inviting place to be, students will thrive and grow as a result. In its most recent Teacher/Staff climate survey, 100% of respondents reported that the school is a supportive and inviting place to work. Also 100% of respondents reported that the school sets high standards of academic performance and promotes academic success for all students.

Other successes are as follows:

Goals 3: Closing the Achievement Gap for All: EL students will advance one ELPAC level annually until Reclassified.

In reviewing English Learner Progress reports, data results show 60% of English Learners are well developed (Level 4) and another 24% are moderately developed (Level 3) yielding a majority of English Learners making significant progress toward English proficiency (84% combined).

Goal 2, 4, 5, 7: *Close the Achievement Gap for All: Promoting Digital Literacy, Engaging students in STEAM and project-based learning activities, using data to inform instruction and full implementation of state standards*.

In reviewing the Smarter Balanced Assessment data results (SBAC) for English Language Arts and Mathematics, REACH students made significant progress toward proficiency in English Language Arts being 3.4 points above the standard (+14.5 points over prior year's scores) and in Mathematics -20.5 below the standard (+15.6 points over prior year's scores).

See 1.1 Status & Change Report below:

1.1 California Dashboard Status & Change Report

California Dashboard Status & Change Report			
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	Red	High (15.2 %)	Increased significantly 3.4
Suspension Rate	Orange	Medium (2.7%)	Increased 1.1%
English learner Progress	No Performance Color	84% (60% well developed, 24% moderately developed)	N/A
English Language Arts (3-6)	Green	Medium (3.4 points above standard)	Increased 14.5 points
Mathematics (3-6)	Green	Medium (20.5 below standard)	Increased significantly 15.6 points

1.2 Tableau Public Student Group Report Fall 2018

Riverside County Office of Education Assessment, Accountability & Continuous Improvement Profile Tableau Public		
Student Group	ELA	Math
All Students	Level 4; Increased +14.5	Level 4; Increased significantly +15.6

Black/African American	Level 1; Declined significantly -15.4	Level 1; Declined -11.1
Hispanic	Level 3; Increased significantly +17.6	Level 2; Increased significantly +15.1
White	Level 4; Increased significantly +19.7	Level 4; Increased significantly +18.3
Socioeconomically Disadvantaged	Level 2; Increased significantly +17.4	Level 2; Increased significantly +19.4
Students with Disabilities	No Color; Increased significantly +41.9	No Color; Increased significantly +24.7
English Language Learners + 4-Year RFEPs	No Color; Increased significantly +26.1	No Color; Increased significantly +17.5
English Only	No Color; Increased +11.5	No Color; Increased significantly +15.9
Homeless Youth	No Data	No Data

What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Student Group data above (1.2 Tableau Student Groups) show a significant decrease in academic performance of Black/African American students in both English Language Arts (-15.4 points) and Mathematics (-11.1 points), decreasing a whole level in both areas. During the 2018-19 school year, the LEA increased efforts to support its African American population. This involved assigning a team composed of administration, a teacher, and classified staff to start an African American Parent Advisory Committee. The LEA was able to hold meetings and has concluded the academic year with an elected group of parents that have looked at the data and desires to find meaningful ways to connect African American families with the resources needed to succeed.

Last year's Greatest Needs report showed a significant decline for Students with Disabilities in both English Language Arts (-29.1 points) and Mathematics (-27.7 points) but this year the group was able to make gains. In the area of Special Needs, the LEA has built supports and other measures to support students with disabilities, including counseling services with a licensed clinician and other wrap around services and supports. A new Special Education teacher (SAI) was hired for the 2018-19 academic school year. The SAI was able to work with students in a Response to Intervention (RTI) setting, administer assessments, and work closely with students with disabilities. During the 2018-19 school year all teachers and staff were introduced to Trauma Informed Schools and Inclusion to better support Students with Disabilities. REACH will continue towards full implementation of Trauma Informed Schools and Inclusion during the 2019-20 academic school year. The Special Education Department is expanding into a Student Support Services delivery model with a focus on supporting all students through an MTSS (Multi-tiered System of Support) framework, including but not limited to social/emotional supports in the area of counseling services for all who demonstrate need.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all students" performance. What steps is the LEA planning to take to address these performance gaps?

Performance GapsPerformance Levels (California Dashboard 2018)

English Language Arts

The California Dashboard Indicator for LEA student performance in English Language Arts was green (Level 3) or 3.4 points above standard.

Mathematics

The California Dashboard Indicator for LEA in Mathematics was green (Level 3) or 20.5 points below standard.

Distance from Level 3

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

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.

NA

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.

NA

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.

NA

Annual Update

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5- Pupil Engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rate 96%	Actual Average Daily Attendance rate 94%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Focus on the use of data to support improved student attendance. 2) Parent meeting held monthly to focus on providing assistance to families who struggle to get to school on time each day. 3) Strengthen SART/SARB procedures and protocols. 4) Increase parent awareness of LEA's attendance policies and procedures.	1) Used data to support improved student attendance. 2) Parent meetings were monthly to focus on providing assistance to families who struggle to get to school on time each day. 3) Strengthened SART/SARB procedures and protocols.	Incentives for perfect attendance $2,000.00 Increase parent awareness (bulletin boards, signage, parent & student incentives) $3,500.00	Incentives for perfect attendance $$1,000.00 Increase parent awareness (bulletin boards, signage, parent & student incentives) $1,500.00

5) Increase incentives and school-wide participation in LEA-wide attendance awareness assemblies and other activities.	4) Increased parent awareness of LEA's attendance policies and procedures. 5) Incentives and school-wide participation in LEA-wide attendance awareness assemblies and other activities continued.	SART/SARB formation & execution Certified .20 FTE $38,440.00 Classified .25 FTE $11,000.00 Classified .25 FTE $11,440.00 **Amount: $66,380.00** Budget Reference: 4100; 1300; 4325	SART/SARB formation & execution Certified .25 FTE $24,709.00 Classified .30 FTE $10,800.00 Classified .25 FTE $12,480.00 **Amount: $50,489.50** Budget Reference: 4100; 1300; 4325

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The program was slow getting off the ground. By January 2018, most supports were in place to implement and hold accountable a strong attendance program. During the 2018-19 school year, the LEA went from monthly to trimester assemblies. Monthly perfect attendance was recognized in the classroom while trimester certificates remained in an assembly setting.

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

The attendance program continues to be effective. Although the LEA is still shy from their 96% ADA goal, this is due primarily to another devastating flu season that spanned throughout the winter and spring months. The LEA is considering going back to monthly assemblies in order to recognize perfect attendance openly to stakeholders and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between Budgeted Expenditures and Estimated Actual Expenditures is approximately -$15,890.50. The difference was due to salary projections of FTE being lower than estimated as well as less income spent on incentives.

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

This LCAP goal shall be lightly modified for the 2019-20 school year, the only difference will be that this goal will include a different name (School Climate) and will be listed as Goal 3 for the 2019-20 school year. Actions and services will remain the same.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2- Implementation of State Standards

Annual Measurable Outcomes

Expected	Actual
SBAC ELA Overall- 38% Prof Overall	ELA- Increased +14.5 pts ELA
SBAC Math Overall- 21% Prof Overall	Math- Increased +15.6 pts.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) School administrators will monitor the progress of all students, particularly Students with Disabilities, on an on-going basis. 2) Formative and Summative data of students will be reviewed during PLCs and school-wide Data Meetings. Instruction will be modified accordingly. 3) IEP goals will be monitored closely by classroom teacher, SAI (Special Ed teacher), and school administrators. 4) IEPs may contain Behavior Support Plans based on individual student needs as determined by data. 5) If students are not making adequate progress, a meeting with parents shall be convened and supports and goals revisited/revised. 6) All students with Disabilities are served in the Least Restrictive Environment. 7) Tier I Instruction will continue to be the focus of continuous improvement with a focus on engagement, leveled learning, small group instruction and strategic pullouts. 8) Teacher and student resources shall be increased through Google Classroom.	1) School administrators monitored the progress of all students, particularly Students with Disabilities, on an on-going basis. 2) Formative and Summative data of students was reviewed during PLCs and school-wide Data Meetings. Instruction was modified accordingly. 3) IEP goals were monitored closely by classroom teacher, SAI (Special Ed teacher), and school administrators. 4) Certain IEPs contained Behavior Support Plans based on individual student needs as determined by data. 5) If students had not made adequate progress, a meeting with parents was convened and supports and goals revisited/revised. 6) All students with Disabilities were served in the Least Restrictive Environment. 7) Tier I Instruction continued to be the focus of continuous improvement with a focus on engagement, leveled learning, small group instruction and strategic pullouts. 8) Teacher and student resources were increased through Google Classroom. 9) LEA made additional purchases of technology for teachers and students.	Tech purchase for students: $30,600.00 Tech purchase for classrooms: $30,900.00 School-wide tech purchases: $11,000.00 Amount: **$72,500.00** Budget Reference: 4420	Tech purchase for students/classrooms: $41,000.00 Tech purchase for classrooms: $30,900.00 Tech Services: $13,500.00 Tech Support: $10,000.00 Amount: **$95,400.00** Budget Reference: 4420

9) LEA will make additional purchases of technology for teachers and students. 10) One full day of training on Trauma Informed Schools will be provided by El Dorado County SELPA.	10) One full day of training on Trauma Informed Schools was provided by School's SELPA.		

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students made significant gains academically on both the Smarter Balanced Assessment Consortium (SBAC) Assessment as a result of early and additional test practice, and 1:1 ratio in Chromebooks for 3rd-6th grade. With an overall increase in ELA SBAC scores of nearly +14.5 points and just over +15.6 points in math, an increase in technology and tech support appears to be making a significant impact.

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

By increasing the device ratio, students had more time for SBAC practice and enhancing typing skills. Smaller device- to- student ratios lends itself to enhanced technology literacy, increased opportunities for research when completing STEAM related projects, and more individualized learning when specific software is utilized. The purchase of additional tech devices for grades 3-6 allows for a 1:1 ratio of Chromebooks for more SBAC practice and seemingly more familiarity with the overall expectations of the state assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget exceeded forecast by approximately $22,900.00. Original Budget did not account for increase in tech support needed to undergird the increase tech use schoolwide.

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

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 2, 3, 7, and 8 will be condensed to serve an overarching umbrella of academic and college readiness. Condensing the goals will allow for a modified Goal 1 for the 2019-20 school year.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
CELDT Reclassification: N/A due to change in statewide test structure	
SBAC ELA: Increased 14.1	Increased 26.1 Points
SBAC Math (RFEP): Increased 33.3 pts	Increased 17.5 Points

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) All EL students will make at least one year's growth in learning English until Reclassified. 2) All ELs will achieve Proficiency in English as measured by new ELPAC. 3) SW strengthen Tier 1 Instruction by leveling instruction to meet the needs of each student. 4) SW continue to develop Multi-tiered systems of support to meet the needs of each child individually. Supports include (a) strengthening teaching teams through professional development and teacher collaboration, (b) providing and strengthening mental health services and referrals, (3) offering strategic intervention for students not at grade level, and (4) ongoing monitoring of student progress toward academic goals. 5) ELD instructors will align ELD Standards with California Common Core State Standards and focus on key strategies to support both integrated and designated lessons. 6) Wait time, flexible groupings and structured talk will continue to be utilized throughout the day. 7) ELPAC Coordinator will (a) conduct school-wide goal setting conversations in an effort to reclassify EL students, (b)	1) All EL students will make at least one year's growth in learning English until Reclassified. 2) All ELs will achieve Proficiency in English as measured by new ELPAC. 3) SW strengthen Tier 1 Instruction by leveling instruction to meet the needs of each student. 4) SW continued to develop Multi-tiered systems of support to meet the needs of each child individually. Supports included (a) strengthening teaching teams through professional development and teacher collaboration, (b) provided and strengthened mental health services and referrals, (3) offered strategic intervention for students not at grade level, and (4) ongoing monitored student progress toward academic goals. 5) ELD instructors aligned ELD Standards with California Common Core State Standards and focused on key strategies to support both integrated and designated lessons. 6) Wait time, flexible groupings and structured talk continued to be utilized throughout the day. 7) ELPAC Coordinator (a) conducted school-wide goal setting conversations	ELPAC Coordinator- will continue to assess and monitor the progress of all EL students. Stipend $1,600.00 Certified .15 FTE $11,228.00 Parent Meetings- Parents will remain informed of ways to access school resources. $2,000.00 Systematic ELD- purchase will complement ELD instruction. Materials $5,000.00 Test Proctor – will assist with new ELPAC testing in the Spring. $8,000.00 Instructional Aide- will provide small group instruction to students who are considered	ELPAC Coordinator- will continue to assess and monitor the progress of all EL students. Stipend $1,600.00 Certified .20 FTE $14,972.00 Test Proctor – will assist with new ELPAC testing in the Spring. $1,080 Instructional Aide- will provide small group instruction to students who are considered LTELs. .5 FTE $16,380.00 **Amount: $32,432.00** Source: Title II Budget Reference: 4325; 1300

conduct parent meetings on how to interpret ELPAC and SBAC data, (c) conduct a minimum of 3 general meetings per year to assist EL parents with gaining access to school personnel and resources, and (d) assist teachers in formulating a plan of action in order to change the status of focus EL students.	in an effort to reclassify EL students, (b) conducted parent meetings on how to interpret ELPAC and SBAC data, (c) conducted a minimum of 3 general meetings per year to assist EL parents with gaining access to school personnel and resources, and (d) assisted teachers in formulating a plan of action in order to change the status of focus EL students.	LTELs. 1.0 FTE $16,380.00 **Amount: $44,208.00** Source: Title II Budget Reference: 4325; 1300

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The dedicated EL Coordinator held quarterly meetings in an effort to provide supports and services to EL parents and students. Additional test proctors were hired and trained to assist with testing needs as the need continued to increase. The EL Coordinator reported that parent attendance declined significantly. It is unclear what the decline was due in part to. Childcare and food has yet to be offered at all meetings to see if those factors increase parent participation. However, overall EL students performed extremely well on SBAC assessments with 84% performing at an English proficiency level of 3 or higher.

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

The effectiveness of the actions of this goal continues to be undeniable. EL students increased by over +14% toward English Proficiency as measured by SBAC.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer dollars were spent on actual expenditures primarily due to non purchase of instructional materials (-$11,776). Although more money was allocated to toward Coordinator salary due to increase in time spent on training, purchasing of materials and parent outreach, less money was spent toward goal overall.

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

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 2, 3, 7, and 8 will be condensed to serve an overarching umbrella of academic and college readiness. Condensing the goals will allow for a modified Goal 1 for the 2019-20 school year.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
Dashboard Status Report-ELA 11.1 pts below the standard	Dashboard Status Report-ELA 3.4 pts above the standard
Dashboard Status Report-Math 36.1 pts below the standard	Dashboard Status Report-Math 20.5 pts below the standard

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) SW increase capacity and building plan through principal and vice principal conferences and trainings. 2) SW provide ongoing and continuous support for strengthening school policies and practices to build a sense of collective responsibility for the achievement of all students. 3) School administrators will conduct regular classroom visits with a lens on students who represent equity challenges and will provide support and feedback to teachers and intervention staff around strengthening teaching and learning practices to ensure equitable outcomes. 4) All teaching and support staff will participate in Summer Professional Development. 5) Coaching and 2 Professional Development Days will continue to be offered to all new teachers and teachers identified as needing support. 6) This year's team focus will be on Strengthening Multi-tiered Systems of Support. 7) Response to Intervention will continue to provide scaffolds to students as needed.	1) SW increased capacity and building plan through principal and vice principal conferences and trainings. 2) SW provided ongoing and continuous support for strengthening school policies and practices to build a sense of collective responsibility for the achievement of all students. 3) School administrators conducted regular classroom visits with a lens on students who represent equity challenges and provided support and feedback to teachers and intervention staff around strengthening teaching and learning practices to ensure equitable outcomes. 4) All teaching and support staff attended participate in Summer Professional Development. 5) Coaching and 2 Professional Development Days continued to be offered to all new teachers and teachers identified as needing support. 6) This year's team focus was Strengthening Multi-tiered Systems of Support. 7) Response to Intervention continued to provide scaffolds to students as needed.	Trimester data meetings .25 FTE $24,025.00 New teacher support .40 FTE $20,162.00 .15 FTE $10,563.00 Assessment materials $13,900.00 Tech support .30 FTE $18,360.00 **Amount: $87,010.00** Source:Title II Budget Reference: 1300; 5863; 1100; 4325	Trimester data meetings and other staff development .25 FTE $24,025.00 New teacher support .40 FTE $22,000 .15 FTE $10,563.00 .15 FTE $11,250.00 Beginning Teacher Supports- $13,000.00 Tech support .30 FTE $18,000.00 Substitute coverage for 2 PD days $2,400.00 (8 teachers) **Amount: $101,238.00** Source:Title II Budget Reference: 1300; 5863; 1100; 4325

8) SW identify students who are on the outside of the learning continuum and will form Learning Partnerships with Students to support the success of all.	8) SW identified students who are on the outside of the learning continuum and formed Learning Partnerships with Students to support the success of all.		
9) SW focus on building a strong school culture where staff share equally in the responsibility of student learning.	9) SW focused on building a strong school culture where staff share equally in the responsibility of student learning.		
10) Once student needs are identified through ongoing progress monitoring, RTII will become one of the vehicles whereby students are taught at their instructional levels.	10) Once student needs are identified through ongoing progress monitoring, RTI became one of the vehicles whereby students are taught at their instructional levels.		
11) New teacher supports will continue to include an assigned coach and mentor for all new teachers, classroom visits and observations, peer teacher feedback, training specific to new teachers situations.	11) New teacher supports continued to include an assigned coach and mentor for all new teachers, classroom visits and observations, peer teacher feedback, training specific to new teachers situations.		
12) Support programs and professional development will continue to be available to all teachers who want to improve instructional practices.	12) Support programs and professional development continued to be available to all teachers who want to improve instructional practices.		
13) Teacher training will include but is not limited to: classroom management, relevant pedagogy, equity and access, strategies for teaching English Learners, Trauma Informed Schools.	13) Teacher training included but is not limited to: classroom management, relevant pedagogy, equity and access, strategies for teaching English Learners, Trauma Informed Schools.		

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teacher data meetings and individual analysis of teaching practices is intended to increase academic performance as teachers reflect on teaching and learning and student responses to classroom instruction. Data meetings were held quarterly. Students showed significant growth on both the ELA and Math SBAC assessments. The LEA has used STAR 360 normative assessments for the past 3 years. At this point the data is providing the information teachers need to guide instruction. Each year the effectiveness of STAR will be evaluated.

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

Teacher supports led to an overall teacher retention rate of 100% and a 100% school satisfaction rate during the 2018-19 school year. Nearly every student group reported significant academic gains on the SBAC as a result of ongoing data analysis and schoolwide focus on data and instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures exceeded the budget forecast by approximately $14,228.00 due primarily to a need for an additional BTSA support provider and the cost of substitutes to relieve teachers for professional development days.

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

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 4 & 5 will be condensed to serve an overarching umbrella of professional development towards full implementation of standards. Condensing the goals will allow for a modified Goal 4 for the 2019-20 school year. As teacher retention continues to remain steady and teacher satisfaction rates continue to rise, the overall positive effect on student performance should continue to improve.

Goal 5

Close the Achievement Gap for All: Effectively execute full implementation of Common Core State Standards to promote college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2- Implementation of State Standards

Annual Measurable Outcomes

Expected	Actual
SBAC ELA Increased 25.5 pts.	SBAC ELA Increased an additional 14.5 pts.
SBAC Math Increased 34.4 pts.	SBAC Math Increased an additional 15.6 pts.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Provide Professional Development, coaching, and instructional resources to teaching teams. 2) SW provide site-based professional development including but is not limited to: sound instructional teaching strategies, Whole Brain Teaching, differentiation, engagement, formative and common assessments, Socratic seminar, and culturally relevant curriculum and instruction with a focus on strengthening Tier I Instruction. 3) SW hold continue to hold monthly Professional Learning Communities and teacher training and in-services. 4) SW provide Additional training in Singapore Math Strategies 5) Teachers will be offered additional release time to allow teachers and teaching teams time for preparation and planning. 6) Teachers will attend Get Your Teach On and other teacher conferences designed to support teaching and learning. 7) SW focus on teaching students growth mindset with a focus on grit. 8) To increase exposure and with a focus on equity, all sixth graders will tour a college campus annually.	1) Provided Professional Development, coaching, and instructional resources to teaching teams. 2) SW provided site-based professional development including but is not limited to: sound instructional teaching strategies, Whole Brain Teaching, differentiation, engagement, formative and common assessments, Socratic seminar, and culturally relevant curriculum and instruction with a focus on strengthening Tier I Instruction. 3) SW continued to hold monthly Professional Learning Communities and teacher training and in-services. 4) SW provided Additional training in Singapore Math Strategies 5) Teachers were offered additional release time to allow teachers and teaching teams time for preparation and planning. 6) Teachers attended Get Your Teach On and other teacher conferences designed to support teaching and learning. 7) SW focused on teaching student growth mindset with a focus on grit.	Professional Development .5 FTE $2,520.00 Reading specialist 1.0 FTE $36,530.00 **Amount:** **$38,520.00** Source: Title I; Title II Budget Reference: 5863; 1300; 2100; 4100	Coaching: (teachers acting as coaches) .1 FTE $6,500.00 .1 FTE $6,500.00 .1 FTE $6,500.00 .1 FTE $6,500.00 Math Trainings/Coaching Curriculum-$4,758.02 Direct Coaching-$2,000.00 Interventionists: 1.0 FTE $35,000.00 1.0 FTE $35,000.00 **Amount:** **$102,758.02** Source: Title I; Title II Budget Reference: 5863; 1300; 2100; 4100

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Professional development to assist teachers in the implementation of small group, differentiated instruction and standards based curriculum was implemented throughout the school year. Additional Reading Specialists were hired to work specifically with disadvantaged youth.

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

Last year's data showed that our students with disabilities has the greatest need, but have made gains in SBAC testing. Presently, all student groups, with the exception of African American students, made significant gains academically on the SBAC in ELA and Math. Based on test results, students appear to be making adequate progress toward Goal 5 goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures more than doubled projections, increasing by $64,238.02.00. Primary drivers were increased support for new teachers and additional math coaching and trainings.

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

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 4 & 5 will be condensed to serve an overarching umbrella of professional development towards full implementation of standards. Condensing the goals will allow for a modified Goal 4 for the 2019-20 school year.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3- Parent Involvement

Annual Measurable Outcomes

Expected	Actual*
Parent Satisfaction Survey 78% indicate child is safe at school	69%
Parent Satisfaction Survey 87.91% satisfied with instruction provided by teachers	94%
Parent Satisfaction Survey 75.82% would recommend REACH to a friend	N/A (Question was not posed)

*Actuals reflect responses from a Climate Survey conducted to parents, Spring 2018.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Increase parent involvement and participation in school events through multiple outreach efforts: (a) updated weekly electronic reminders, (b) website kept updated with current school events, (c) family lunch and other events held on campus. 2) Kinder Round-up parent meeting prior to school starting 3) School-wide Parent Meet & Greet event to introduce parents to teachers and staff. 4) Several events held on campus to welcome families: (1) family educational nights and hands-in STEM events on campus, (2) Singapore Math Night, (3) SBAC Night, (4) Santa's Workshop, (5) Sweethearts Dance, (6) Talent Show, (7) Spring Performance and Fundraiser, STEAM Expo Night. 5) Regular parent meetings with the director. 6) Ultimately, family engagement is an equity issue. Administrative staff will look to increase communication and engagement with EL, low income, and minority families. 7) Phone and written communications will continue to be sent in both English and Spanish. 8) The LEA will recruit, hire and train effective clerical staff who promote a welcoming school climate and who	1) Increased parent involvement and participation in school events through multiple outreach efforts: (a) updated weekly electronic reminders, (b) website kept updated with current school events, (c) two family lunch and other events held on campus. 2) Kinder Round-up parent meeting prior to school starting 3) School-wide Parent Meet & Greet event to introduce parents to teachers and staff. 4) Several events were held on campus to welcome families: (1) family educational nights and hands-in STEM events on campus, (2) Singapore Math Night, (3) SBAC Night, (4) Santa's Workshop, (5) Sweethearts Dance, (6) Talent Show, (7) Spring Performance and Fundraiser, STEAM Expo Night. 5) Regular parent meetings with the director. 6) Ultimately, family engagement is an equity issue. Administrative staff will look to increase communication and engagement with EL, low income, and minority families. 7) Phone and written communications continued to be sent in both English and Spanish.	Livestream meetings: audio/visual $1,200.00; .15 FTE 9,000.00 Parent meetings .15 FTE $11,228.00 Translating services: .25 FTE $11,440.00; .40 FTE 10,296.00 Increase no. of parents participating in meetings: Classified .20 FTE $9,000.00; Food, childcare, materials $4,000.00; Watch Dogs .20 FTE $9,152.00 + startup $450.00 **Amount: $65,766.00** Source: Title I Budget Reference: 1100; 2400; 4720; 1300; 4420	Tech Support .15 FTE 9,000.00 Parent meetings .15 FTE $9,750.00 .15 FTE $9,750.00 .15 FTE $9,750.00 .50 FTE $25,000.00 (enrollment coordinator) Translating services: .15 FTE $11,440.00 .30 FTE 10,296.00 Increase no. of parents participating in meetings: Child Care: .20 FTE $8,000.00 Food $1,500.00 **Amount: $94,486.00** Source: Title I

| provide effective operations and support for students, parents and staff.

9) SW train parents for leadership advisory groups.

10) To foster Multi-Tiered Systems of Support, counseling services will continue to be available, free of charge, for families demonstrating need. | 8) The LEA recruited, hired and trained effective clerical staff who promote a welcoming school climate and who provided effective operations and support for students, parents and staff.

9) To foster Multi-Tiered Systems of Support, counseling services will continue to be available, free of charge, for families demonstrating need. | | Budget Reference:
1100; 2400; 4720;
1300; 4420 |

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall parent participation in informational meetings continues to decline. Parent participation in student events continues to remain high ie. STEAM Expo. Overall parents express a high level of satisfaction relative to teachers and curriculum. In the most recent survey, there is a decline in parent's perception of school safety. The most recent Climate Survey to parents did not include a referral question, thus data is not available.

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

After many efforts to engage parents more in stakeholder meetings, the LEA continues to see a lull in interest. We offered dinner/refreshments and childcare for evening meetings. However, a willingness to serve on the school governing board has increased. Currently all parent board positions are occupied by engaged individuals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures were more than forecasted. A difference of approximately $28,720.00, which is primarily for salaries of staff that are assigned to plan and host parent meetings.

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

A decrease in parent involvement is presumed to have a negative impact on overall student performance. At this point the impact seems negligible. The LEA held meetings after school or during the day, e.g. offer childcare, dinner, refreshments, etc. LEA will continue to monitor parent participation in the 2019-20 school year. The LEA still needs to implement the infrastructure for Skype or virtual meetings.

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found currently in Goal 6 will remain the same, but the title and goal number will change for the following year (moved to Goal 4 for the 2019-20 LCAP).

Goal 7

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
SBAC ELA 3rd 55.38% Prof	SBAC ELA 3rd 60.47% Prof (growth of +5.09%)
SBAC Math 3rd 47.69% Prof	SBAC Math 3rd 55.82% Prof (growth of +8.13%)
SBAC ELA 4th 43.24% Prof	SBAC ELA 4th 55.74% Prof (growth of +12.5%)
SBAC Math 4th 33.79% Prof	SBAC Math 4th 44.26% Prof (growth of +10.47%)
SBAC ELA 5th 40.63% Prof	SBAC ELA 5th 55.39% Prof (growth of +14.76%)
SBAC Math 5th 15.63% Prof	SBAC Math 5th 18.76% Prof (growth of +3.13%)
SBAC ELA 6th 56% Prof	SBAC ELA 6th 40.54% Prof (decline of -15.46%)
SBAC Math 6th 32% Prof	SBAC Math 6th 16.22% Prof (decline of -15.78%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.Action
1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Strengthen Tier I instruction via training, Professional Development, and classroom observations 2) Increase the availability of standards-aligned instructional materials for all students 3) Provide targeted professional development for project-based learning 4) Continue to promote schoolwide, monthly extended project-based S.T.E.A.M. activities	1) Strengthened Tier I instruction via training, Professional Development, and classroom observations 2) Increased the availability of standards-aligned instructional materials for all students 3) Provided targeted professional development for project-based learning 4) Continued to promote schoolwide, monthly extended project-based S.T.E.A.M. activities	Purchase of standards based curriculum and materials $28,100.00 Science materials $20,000 Science Camp $30,780.00 **Amount: $78,880.00**	Purchase of standards based curriculum and materials $36,000.00 Science materials $15,000 Science Camp Scholarships $4,000 Busses $1500 **Amount: $56,500.00**

		Budget Reference: 4410; 4325; 4100; 1300; 1100; 4420	Budget Reference: 4410; 4325; 4100; 1300; 1100; 4420

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

Standards-based curriculum continues to be purchased annually. Existing curriculum is replaced by more updated versions. Consumable materials are purchased annually. New REACH teachers continue to be trained in school-adopted actions and services related to instruction implementation and teacher effectiveness strategies. Fewer materials were purchased than was allotted for. Overall goal will remain intact.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures were less than forecasted. A difference of approximately -$22,300.00 can be attributed to school paying far less for Science Camp fees. Students were primarily responsible for the expenses. School provided scholarships to students in need.

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

Student engagement is at its peak during project-based activities. Students report the highest degree of satisfaction during unfettered, student-led, project-based activities. Student academic performance on state assessments exceeded expectations. The LCAP goal no.

6, as is the case with others, closely aligns with the LEA's charter petition and will remain a staple in curricula offerings for years to come.

This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 2, 3, 7, and 8 will be condensed to serve an overarching umbrella of academic and college readiness. Condensing the goals will allow for a modified Goal 1 for the 2019-20 school year.

Goal 8

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4- Pupil achievement; Priority 5 Pupil Engagement Local Priorities: Close the African American Achievement gap in ELA & Mathematics

Annual Measurable Outcomes

Expected	Actual
SBAC ELA AA Students 30.0%	40.74% Prof
SBAC Math AA Students 30.0%	24.52% Prof
Suspension Rate: Calif. Dashboard (Unavailable)	Suspension Rate: Calif. Dashboard Level 3

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Intervention team will continue to have a caseload of approximately 20 students. 2) Focus will continue to be on African American subgroup until 75% proficiency is reached. 3) Interventionist & administrative team will monitor academic progress, behavior and attendance of AA subgroup and connect students with resources to ensure academic as well as social-emotional success. 4) Teachers will monitor progress during PLCs and trimester data meetings. 5) SW develop a culture of equity and excellence, shifting mindsets around labeling students through ongoing training and support. 6) SW conduct professional development for administrative staff and teachers in the area of Restorative Justice Practices including Circles, student-led conferencing, Introduction to Restorative Practices. 7) PBIS training included 2 half days of training around the PBIS framework. SW visit PBIS framework in the fall with an eye on continuous growth and implementation.	1) Intervention team continued to have a caseload of approximately 20 students. 2) Focus continues to be on African American subgroup until 75% proficiency is reached. 3) Interventionist & administrative team monitored academic progress, behavior and attendance of AA subgroup and connect students with resources to ensure academic as well as social-emotional success. 4) Teachers monitored progress during PLCs and trimester data meetings. 5) SW developed a culture of equity and excellence, shifting mindsets around labeling students through ongoing training and support. 6) SW conducted professional development for administrative staff and teachers in the area of Restorative Justice Practices including Circles, student-led conferencing, Introduction to Restorative Practices. 7) PBIS training included 2 half days of training around the PBIS framework. SW visit PBIS framework in the fall with an eye on continuous growth and implementation.	Teacher liaison Stipend $700 Certified .20 FTE $12,934.00 AA Advisory group Classified .10 FTE $8,100.00 Certified .05 FTE $4,800.00 Professional Development Certified .05 FTE $4,800.00 **Amount: $31,334.00** Source:Title I Budget Reference: 1100; 1300; 4410	Teacher liaison Stipend $700 Certified .20 FTE $12,934.00 AA Advisory Staff .10 FTE $5,000.00 .10 FTE $5,000.00 .05 FTE $2,500.00 Child Care, food, materials. $2,000.00 Professional Development Certified $1,000.00 **Amount: $29,134.00** Source:Title I Budget Reference: 1100; 1300; 4410

8) Interventionist will carry caseloads of AA students who are at-risk of academic failure.	8) Interventionist carried caseloads of AA students who are at-risk of academic failure.		
9) Administrative staff and interventionists will create educational goals outlining benchmarks, supports, and goals for students in need of additional monitoring and support.	9) Administrative staff and interventionists created educational goals outlining benchmarks, supports, and goals for students in need of additional monitoring and support.		
10) Interventionists will continue to push-in to class and deliver pull-out services multiple times per week to provide needed assistance in areas of academic support and will link students to resources for social/emotional support as needed.	10) Interventionists continued to push-in to class and delivered pull-out services multiple times per week to provide needed assistance in areas of academic support and will link students to resources for social/emotional support as needed.		
11) SW expand Restorative Practices and PBIS supports via professional development, training and LEA-wide initiatives.	11) SW expanded Restorative Practices and PBIS supports via professional development, training and LEA-wide initiatives.		
12) SW continue to provide training in the PBIS framework and how it fits into an integrated Multi-Tiered System of Support.	12) SW continued to provide training in the PBIS framework and how it fits into an integrated Multi-Tiered System of Support.		
13) SW develop Systems of Support that build relationships and monitors progress of males of color, African American males in particular.	13) SW developed Systems of Support that build relationships and monitored progress of males of color, African American males in particular.		
14) Teachers and staff will participate in Professional Development aimed at creating and supporting students of color.	14) Teachers and staff participated in Professional Development aimed at creating and supporting students of color.		

Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

The 2018-19 school year ended with an elected body of parents ready to head the LEA's AAPAC. The committee will promote awareness and recruit parents during the fall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures fell by $2,200.00.

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

Equity for our African American students continues to be a high priority. This LCAP goal shall be modified for the 2019-20 school year. Actions and services found in Goal 2, 3, 7, and 8 will be condensed to serve an overarching umbrella of academic and college readiness. Condensing the goals will allow for a modified Goal 1 for the 2019-20 school year.

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?

Feedback from stakeholders continues to be solicited and used to drive LCAP goals and action steps. Local goals from the charter school petition continue to be cross-referenced in the implementation of the school's LCAP. LCAP goals and action steps have been modified to reflect the statutory requirements explicitly applicable to charter schools pursuant to Education Code sections 47605, 47605.5, and 47606.5.

Stakeholder groups include:

- Teachers & Staff

- Students

- Time spent with the various stakeholder groups is dedicated to actively promoting public input in order to obtain stakeholder perspectives and implementing

LCAP action steps.

 Information gathered from stakeholders are updated and reflected in the LCAP. Stakeholder meetings are as follows:

Stakeholder Meetings Include:

- Monthly Teacher in-service meetings,

- Ongoing professional development

- Team leader meetings

- End of the year strategy meeting – Team Leader Retreat

- Monthly Open School Board Meetings

- Quarterly Coffee with the Director Parent Meetings

- At least one Dessert with the Director meeting (held in the evening to accommodate working parents)

- Parent Back-to-School Night

- New Parent Orientation Meetings

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

- Parent Satisfaction Electronic Survey

- Parent LCAP Electronic Survey

This year the Executive Director conducted Budget Meetings that revolve around the Local Control Accountability Plan for 2019-20. REACH Leadership STEAM Academy held one meeting in the morning and evening during the 2nd trimester, followed by a Closing Thoughts Meeting. Stakeholders were presented with the concept of condensing the goals for the 2019-20. A document was provided to stakeholders that listed the actions and services with the modifications. Stakeholders were able to comment on the necessity of the goal on a scale of 1-5. An overwhelming majority agreed with the goals and services.

Impact on LCAP and Annual Update

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

Based on the overwhelming agreement with services and goals, even at year 7, we realize that our mission and vision reflected on our goals still meet the expectations of our stakeholders. Our goal for the next year is to continue the involvement of parents in the area of local governance. Based on a Climate Survey sent to parents in the spring of 2018, these are the areas in need of improvement:

- 57% don't know or are unaware of school counseling services- Goal 90%

- 85% of parents believe that their calls, messages, and emails are promptly responded- Goal 95%

- 59% of parents believe that the school actively seeks input from parents- Goal 95% or higher

- 69% of parents believe their students are learning to resolve conflicts themselves- Goal 90%

- 36% of parents believe harassment or bullying is a problem- Goal less than 5%

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

Academic and College Readiness: Increase the percent of students on track to proficiency in English Language Arts and Mathematics. (Currently actions and services found in Goal 2, 3, 7, and 8 of 2017-18 & 2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: 1) English Learner Progress, 2) English Language Arts, 3) Mathematics
Local Priorities: 1) Basics: Teachers, Instructional Materials, Facilities, 2) Implementation of Standards, 3) Access to a Broad Course of Study

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA 3rd	55.38% Prof	60.47% Prof	63.49 % Prof	66.66% Prof
SBAC Math 3rd	47.69% Prof	55.82% Prof	58.61 % Prof	61.54% Prof
SBAC ELA 4th	43.24% Prof	55.74% Prof	58.53% Prof	61.46% Prof
SBAC Math 4th	33.79% Prof	44.26% Prof	46.47% Prof	48.79% Prof

SBAC ELA 5th	40.63% Prof	55.39% Prof	58.16% Prof	61.07% Prof
SBAC Math 5th	15.63% Prof	18.76% Prof	19.70% Prof	20.68% Prof
SBAC ELA 6th	56.00% Prof	40.54% Prof	42.57 % Prof	44.70% Prof
SBAC Math 6th	32.00% Prof	16.22% Prof	17.03 % Prof	17.88% Prof

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students	LEA-wide	All grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Goal 1 for 2019-20 has been modified to condense actions and services found in Goals 2, 3, 7, and 8 of 2017-18 & 2018-19	Goal 1 for 2019-20 has been modified to condense actions and services found in	Goal 1 for 2019-20 has been modified to condense actions and services found in

LCAP. Every goal and expenditure has been added to Actions/Services and Budgeted Expenditures to use as a reference.

Goal 2

Step 1: Purchase additional technology for student use in small group.

Step 2: Purchase 32 additional chromebooks plus device cart to accommodate additional 4-5 grade classrooms.

Step 3: Purchase additional technology for classroom teachers and replace older devices

Goal 3

Step 1: Designate site CELDT Coordinator to facilitate ELD coordination with teaching staff and train and engage parents in strategies to promote goal of advancing one CELDT level annually for all EL students. CELDT Coordinator will meet with parents quarterly and as needed to discuss performance toward CELDT and other academic goals. CELDT Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.

Step 2: Purchase supplies (pocket charts, sentence strips, etc.) for all ELD teachers.

Goals 2, 3, 7, and 8 of 2017-18 & 2018-19 LCAP. Every goal and expenditure has been added to Actions/Services and Budgeted Expenditures to use as a reference.

Goal 2

Tech purchase for students: $30,600.00
Tech purchase for classrooms: $30,900.00
School-wide tech purchases: $11,000.00

Goal 3

ELPAC Coordinator- will continue to assess and monitor

the progress of all EL students.

Stipend $1,600.00

Certified .15 FTE $11,228.00

Parent Meetings- Parents will

remain informed of ways to

access school resources.

 $2,000.00

Systematic ELD- purchase will complement ELD instruction.

Materials $5,000.00

Test Proctor – will assist with new ELPAC testing in the Spring. $8,000.00

Instructional Aide- will provide small group instruction to students who are considered LTELs. 1.0 FTE $16,380.00

Goal 7

Goal 2, 3, 7, and 8 of 2017-18 & 2018-19 LCAP. Additional actions have also been added.

Technology Purchases:

Technology Purchase for Grades TK-2 $12,000.00
Technology additional lease for Grades 5 $10,800.00

Technology Lease to own (carts + Chromebooks) $25,000.00

Replace old technology (staff) $10,000.00

Class Mimio's $2,000.00

Security Cameras $6,000.00

Audio- MPR $5,000.00

Projectors- Classrooms (5) $5,000.00

Document Cameras $1,300.00

Total: $77,100

English Language Learner Support:

ELPAC Coordinator
Stipend $1,600.00

Certified (.25 FTE) $18,750.00

Parent Meetings Food & Childcare $2,000.00

Provide additional training for ELD teachers in SADIE and other strategies.

Step 3: CELDT Coordinator will meet with parents and will include technology training, online access to curriculum and grade books.

Goal 7

Step 1: Purchase standards-based science curriculum, materials, and refill for existing and new students.

Step 2: Provide training for new teachers in WAM (Words about Math) and other project based activities.

Step 3: Purchase materials for science lab and engineering activities including PLTW and LEGO Engineering

Goal 8
Step 2: Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.

Step 3: Teacher professional development in Progressive Justice to facilitate a better understanding of how to manage the growth and development of African American students -males in particular.

Purchase of standards based curriculum and materials $28,100.00

Science materials $20,000

Science Camp $30,780.00

Goal 8

Teacher liaison Stipend $700

Certified .20 FTE $12,934.00

AA Advisory group Classified .10 FTE $8,100.00

Certified .05 FTE $4,800.00

Professional Development Certified .05 FTE $4,800.00

Purchase Systematic ELD Instructional Materials $5,000.00

Test Proctor $8,000.00

Instructional Aide (1.0 FTE) + benefits $25,000.00

Total: $60, 350

Additional Supports for African American Students:

Teacher Liaison
Stipend $700.00
Certified Staff (.20 FTE) $12,934.00

African American Advisory Group AAPAC
          Classified staff (.25 FTE)
$16,250.00

Certified staff (.25 FTE) $12,500.00

Teacher Professional Development
          Certified (.05 FTE) $4,800.00

Total: $47,184

STEAM & Project Based Learning Curriculum, Materials, Supports:
Purchase Standards based Curriculum and Materials $48,100.00
Purchase of STEM Materials $20,000.00
Science Camp

Step 4: Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.		Subsidies for students who cannot pay $6,000.00 Cost of transportation $3,500.00 Total: $77,600

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 2: $32,5500.00, Goal 3: $34,090.00 Goal 7: $87,7523 Goal 8: 4,700.00	Goal 2: $72,500.00 Goal 3: $44,208.00 Goal 7: $78,880.00 Goal 8: $31,334.00	$262,234.00
Source	Goal 8: Title II	Goal 3: Title II Goal 8: Title I	
Budget Reference	Goal 2: 4420, Goal 3: 1100, 5820, 4325, 2100 Goal 7: 4100, 4355, 4410, 5200 Goal 8: 1100, 4410, 1300	Goal 2: 4420 Goal 3: 4325; 1300 Goal 7: 4410; 4325; 4100; 1300; 1100; 4420 Goal 8: 1100; 1300; 4410	4100; 1300; 4325

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Goal 2

Parent Engagement: Increase the percent of parents and community partners that are involved in school events and school governance. (Currently found in Goal 6 of 2017-18/2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Parent Engagement

Identified Need:

Due to parking limitations at the new school site, limited parent access due to new safety protocols (locked facility), a failed PTO, and changing demographics, REACH has experienced a decrease in parent participation outside of school events, such as STEAM Expo, Spring Performance, etc. The need is to increase parent volunteerism and communication between parents and school administration. Teachers use Class Dojo schoolwide, and parents have reported a high degree of satisfaction with the level of communication between teachers and themselves. However, school administration still acknowledges a breakdown in communication between parents and the school office. With a focused effort, the goal is to increase parent satisfaction rates by 5% and to improve parent understanding of the various programs that exist on campus, particularly the African American parents who could benefit from an increased knowledge of how chronic absenteeism affects their child's overall academic performance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Satisfaction Survey	78% indicate child is safe at school	78% indicate child is safe at school	91% indicate child is safe at school	96% indicate child is safe at school
Parent Satisfaction Survey	87.91% satisfied with instruction provided by teachers	87.91% satisfied with instruction provided by teachers	94.0% satisfied with instruction provided by teachers	99.0% satisfied with instruction provided by teachers

Parent Satisfaction Survey	75.82% would recommend REACH to a friend	75.82% would recommend REACH to a friend	Question was not posed.	80.82%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

African Americal, Low Income, English Learners	Schoolwide	All grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1) Parent meetings $5,400.00 2) Translating services $36,426.00 3) Increase number of parent meetings $7,200.00	1) Livestream meetings: audio/visual $1,200.00; .15 FTE 9,000.00 2) Parent meetings .15 FTE $11,228.00	Promote Strong Parent Involvement through: Live Streaming meetings: Go-to-Meeting + Web Cam + Audio $ 1,200.00

| | 3) Translating services: .25 FTE $11,440.00; .40 FTE 10,296.00

4) Increase no. of parents participating in meetings: Classified .20 FTE $9,000.00;

Food, childcare, materials $4,000.00;

Watch Dogs .20 FTE $9,152.00 + startup $450.00 | Classified Staff (.15 FTE) $9,000.00

Parent Curriculum Meetings:
Classified staff (.15 FTE) $11,228.00

Translating Services:
Classified Staff (.25 FTE) $11,440.00
Classified Staff (.40 FTE) $10,296.00

Increase number of parent meetings:
Classified staff (.20 FTE) $9,000.00
Food, Materials, Child care $4,000.00
Watch DOGS (Dads on Campus)
Start up Kit $ 450.00
Classified Staff (.20 FTE) $9,152.00

Total: $65,766 |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,550.00	$72,500.00	$65,766.00
Source			
Budget Reference	4420	4420	4420; 1400

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

School Climate: Increase the ADA attendance rate for 96%. (Currently found in Goal 1 of 2017-18, 2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: Chronic Absenteeism

Local Priorities: Parent Engagement, Local Climate Survey

Identified Need:

CA Dashboard shows that for 2018, 15.2% of students were chronically absent. This is an increase of 3.4% from the previous year. Dashboard data shows that our African American students are in the red. Hispanic, Socioeconomically Disadvantaged, and Two or More Races are in the orange when it comes to being chronically absent.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate: School Accountability Report Card (SARC)	95.36%	94.5%	94.0%	95.5%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
Low Income, African American	LEA-wide	All grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

Professional Development: Continue teaching and support team professional development towards full implementation of state standards. (Currently actions/services found in Goal 4 & 5 of 2017-18/2018-19 LCAP).

State and/or Local Priorities addressed by this goal:

State Priorities: 1) English Learner Progress, 2) English Language Arts, 3) Mathematics

Local Priorities: 1) Basics: Teachers, Instructional Materials, Facilities, 2) Implementation of Academic Standards, 3) Access to a Broad Course of Study

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC (3-6)	ELA 38% Prof Overall	Increased 22.8 pts.	Increased 14.5 pts.	
SBAC (3-6)	Math 21% Prof Overall	Increased 30.8 pts.	Increased 15.6 pts.	
Students with Disabilities	ELA 21% Prof Overall	Declined 27.7 pts.	Increased 41.9 pts.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

Students to be Served:

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

Location(s):

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

Students with Disabilities, African American Student Group, Low Income	All grades

<div align="center">**OR**</div>

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1) Tech purchases for students: $23,700.00 2) Tech purchase for classrooms $8,850.00	1) Tech purchase for students: $30,600.00 2) Tech purchase for classrooms: $30,900.00 3) School-wide tech purchases: $11,000.00	Use ongoing assessment data to inform instruction and support individual student learning: Trimester Data Meetings: Certificate staff (.25 FTE) $24,025.00 New Teacher Support (BTSA): Certified Staff (.40 FTE) $20,162.00

| | | Certified Staff (.15 FTE) $10,563.00

Renaissance Learning/STAR 360:
$13,900.00
Technology support
      Classified Staff (.30 FTE)
$18,360.00 |
|---|---|---|

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,550.00	$72,500.00	$87,010.00
Source			
Budget Reference	4420	4420	4420

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 582,280.00	12 %

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

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

<u>**Actions that will improve services to students:**</u>

- Providing professional development for certified staff in the areas of Curriculum Implementation and Planning, Technology Integration, Restorative Justice, Small Group Instruction, Whole Brain Thinking, Trauma Informed Schools, Writing, Equity, etc.

- Supporting Response to Intervention (RTI) certified staff through coaching, training and other research-based methods.

- Providing ongoing parent workshops that support Common Core State Standards, SBAC Assessments, and homework help.

- Continued funding of EL Coordinator to support and plan services to EL students and families more effectively.

- Continued funding of African American Parent Advisory Committee (AAPAC) Coordinator, staff and parent training, etc.

- The purchase of additional Common Core aligned textbooks and materials to accommodate school growth and use of existing materials.

<u>**Actions that will increase services to students:**</u>

- Personalizing instruction through the purchase and use of educational software geared toward leveling instruction to meet the needs of all students.

- Expanding the use of technology by purchasing additional handheld computer devices and making them available to all students during small group instruction and project-based activities.

- Continue to hire and train Instructional Aides & Interventionist who work directly with students who are not making progress toward end-of- year goals.

- Reading and math goals with a focus and emphasis on English Learner and African American students.

- Providing supports and services for underperforming students during after-school extended learning activities.

- Provide additional services and supports for Students with Disabilities.

- Provide additional services and supports for English Learners.

- Provide additional services and supports to students of color.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a

description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve

services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

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

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

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

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

subsequent assessment of college preparedness.

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?