

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: REACH

CDS Code: 49709380120121

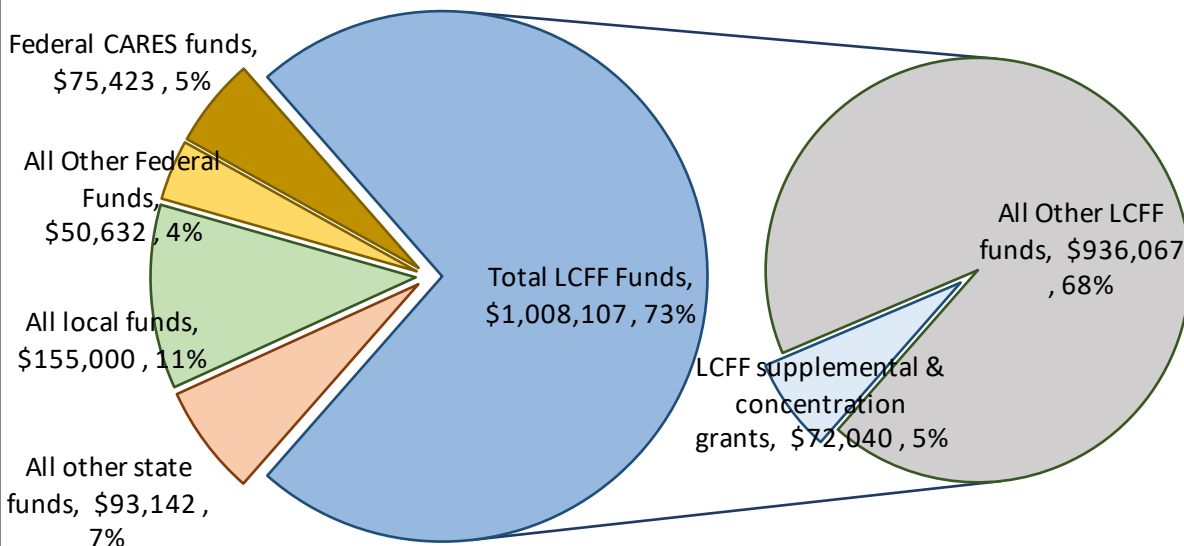
School Year: 2020-2021

LEA contact information: James Brown, 707-823-8618, jbrown@reach-program.com

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 high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

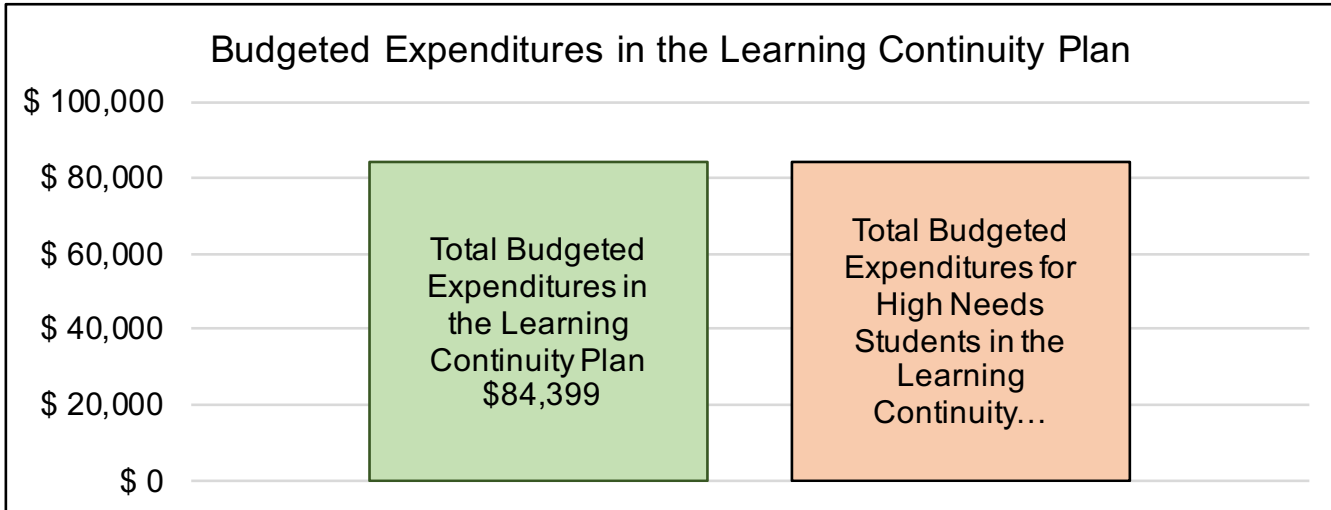


This chart shows the total general purpose revenue REACH expects to receive in the coming year from a sources.

The total revenue projected for REACH is \$1,382,304.48, of which \$1,008,107.00 is Local Control Funding Formula (LCFF) funds, \$93,142.48 is other state funds, \$155,000.00 is local funds, and \$126,055.00 is federal funds. Of the \$126,055.00 in federal funds, \$75,423.00 are federal CARES Act funds. Of the \$1,008,107.00 in LCFF Funds, \$72,040.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much REACH plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

REACH plans to spend \$1,361,818.00 for the 2020-2021 school year. Of that amount, \$84,399.00 is tied to actions/services in the Learning Continuity Plan and \$1,277,419.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

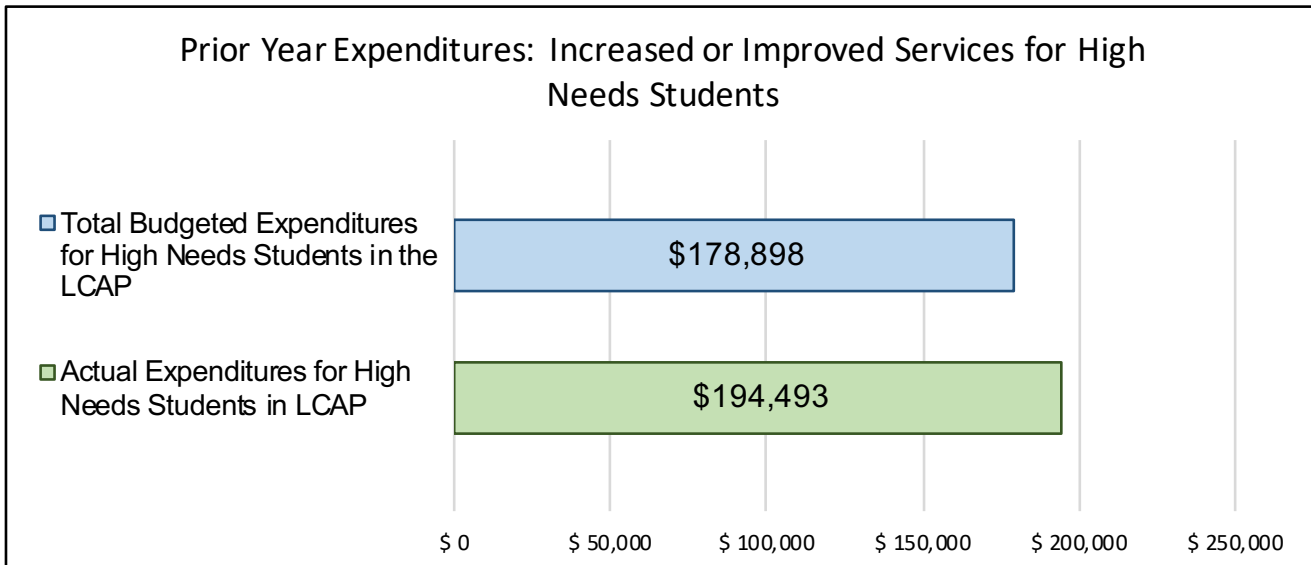
facilities lease, maintenance, and operational expenses, core teacher and office administration salaries and benefits, special education services.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan the 2020-2021 School Year

In 2020-2021, REACH is projecting it will receive \$72,040.00 based on the enrollment of foster youth, English learner, and low-income students. REACH must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. REACH plans to spend \$84,399.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what REACH budgeted in the 2019-20 LCAP for actions and services that contributed increasing or improving services for high needs students with what REACH actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, REACH's LCAP budgeted \$178,898.00 for planned actions to increase or improve services for high needs students. REACH actually spent \$194,493.37 for actions to increase or improve services for high needs students in 2019-2020.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
REACH	James D Brown, Ph.D., Director	jbrown@reachcharterschool.org 707-823-8618

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve academic performance in the area of mathematics for all students by adopting, implementing and providing continuous teacher training for a CCSS based math curriculum. Need: SBAC Testing data as well as teacher driven assessments consistently indicates low performance on academic achievement in the area of math. Data also indicates a significant achievement gap for low-income students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
40% of all students will meet or exceeded the standards on the 2019-2020 SBAC Math assessment.	Due to the global pandemic, SBAC testing for the 2019-2020 school year was cancelled. The latest assessment year available for reference of SBAC is 2019. In that school year, 33.3% of all students met or exceeded the standards on the 2018-2019 SBAC Math assessment. 10% of low income students met or exceeded the standards on the 2018-2019 SBAC Math assessment.
28% of low-income students will meet or exceed the standards on the 2019-2020 SBAC Math assessment.	
An increase of 2% from beginning of the 2019-2020 school year baseline data.	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Continue annual training for adopted math curriculum for all new teachers and update/review training for all returning teachers. Engage in annual teacher review of the effectiveness of the program.</p> <p>2. Additional training in strategies for differentiation such UDL and working with students with disabilities to supplement instructional practice.</p> <p>3. Continue with vertical student placement in math coursework that meets their instructional level as determined by curriculum driven baseline assessments.</p> <p>4. Continue to implement internal assessments and interim assessments. Gather baseline data in the fall and assess two additional times per year for student progress monitoring and placement.</p> <p>5. Continue to build the school's Response to Intervention and Special Education program providing one on one and small group paraprofessionals support for struggling students and a lead teacher to coordinate and monitor the program.</p>		
Math materials and teacher training	\$7,000.00	\$4,368.79
In-house CCSS aligned assessment program	\$2,340.00	-
Paraprofessional/special education aide salary	\$44,337.00	\$20,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The school pivoted to a math curriculum which adapted to both in-person and distance learning over the course of the year. The school licensed or implemented digital tools to provide supplemental content mastery, fluency practice to direct instruction for students, as well as assessments of student progress.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While progress has been made in implementing the previous year strategies, there is additional need for improving on the implementation of assessments for both placement and monitoring of student progress, as well as establishing a more consistent Multi-Tier System of Support (MTSS) for students that addresses more student Tier 2 and Tier 3 support needs. These needs are addressed in the 2021-2022 LCAP goals.

Goal 2

Improve academic performance in the area of English Language arts for all students by adopting, implementing and providing continuous training for a CCSS based ELA curriculum. Need: ELA SBAC assessment data as well as teacher driven assessments indicate a significant achievement gap for low-income students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
67% of all students met or exceeded the standards on the 2019-2020 SBAC ELA assessment.	Due to the global pandemic, SBAC testing for the 2019-2020 school year was cancelled. The latest assessment year available for reference of SBAC is 2019. In that school year, 47.4% of all students met or exceeded the standards on the 2018-2019 SBAC ELA assessment. 20% of low-income students met or exceeded the standards on the 2018-2019 SBAC ELA assessment.
49% of low-income students will meet or exceed the standards on the 2019-2020 SBAC ELA assessment.	
An increase of 2% from beginning of the 2019-2020 school year baseline data	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Training and implementation of a structured K-1 grade reading/writing, and reading intervention curriculum. Continue the teacher curriculum review committee for the purposes of review, adoption, purchase of curriculum for grades 2-8.</p> <p>2. Continue with the school's chosen 2-8 writing curriculum. Engage in annual teacher review of the effectiveness of the program.</p> <p>3. Purchase, train and implement an internal assessment program. Gather baseline data in the fall and assess two additional times per year for student progress monitoring.</p> <p>4. Continue to build the school's Response to Intervention and Special Education Programs providing one on one and small group paraprofessionals support for struggling students and a lead teacher to coordinate and monitor the program.</p>		
Reading curriculum and teacher training	\$2,500.00	\$15,095.61
Writing curriculum	\$1,300.00	
In-house CCSS aligned assessment program	\$2,340.00	
Paraprofessional/special education aide salary	\$44,337.00	\$20,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

REACH started implementation of the Collaborative Classroom curriculum for ELA in grades K-1. Adoption in grades 2-4 was delayed and is addressed in the 2021-2022 LCAP goals.

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

EasyCBM assessments were added to benchmark and provide progress monitoring for students. Teachers used staff meeting time to review and interpret information from the assessments, and build their capacity in evaluating student data for the purpose of planning instruction and possible interventions for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2021-2022 LCAP will address the implementation of ELA curriculum or reading and writing curriculum for Tk-4th grades as well as the accompanying intervention curriculum for 2nd-8th grades. While progress has been made in implementing the previous year strategies, there is additional need for improving on the implementation of assessments for both placement and monitoring of student progress, as well as establishing a more consistent Multi-Tier System of Support (MTSS) for students that addresses more student Tier 2 and Tier 3 support needs.

Goal 3

The REACH School provides a safe and supportive environment in which student's social and emotional development and sense of engagement is supported. Need: Parent survey and other data collected from LCAP Parent Community Meeting indicate a continuing need for improved communication from the school and opportunities for parents to engage more easily and frequently in with school activities, including curricular and disciplinary processes and activities. Teacher feedback indicates the need for additional training support in academic and behavioral interventions. While systems and procedures surrounding student discipline have been strengthened, more work needs to be done in clearly educating students, parents, and staff on policies and procedures.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
90% of parents report that their child feels engaged at school.	Shelter in place orders during the second half of the 2019-2020 school year disrupted the school's access to parents for surveys on school safety and engagement. The last available survey is from the 2018-2019 school year where 88% of parents responding in the school survey agree or strongly agree that their child feels engaged at school. 82% of parents responding in the school survey agree or strongly agree that the school facilities are in good repair. 86% of parents responding in the school survey agree or strongly agree that their child feel safe at school.
90% of parents report that the school facilities are in good repair	
95% of parent report that their child feel safe at school	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Continued training and development in Positive Discipline school wide, with the inclusion of regular workshops available to parents on positive discipline. 2. Initiation of three year Welcoming Schools anti-bias curriculum. 3. The school will continue to increase the amount and quality of parent communications using Parent Square, with the inclusion of regular newsletters and opportunities for parent feedback on processes. 4. Continue facilities repair with a focus on deferred maintenance, including Tk-1 playground, and building fixes and upgrades.		
Expenditures for teacher training and student/parent/teacher curriculum materials for social emotional learning program	\$5,500.00	\$2,606.18
Parent Square	\$1,200.00	\$999
Use of previous year's grant funds	\$50,000.00	-

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to lack of available training from providers, REACH suspended implementation of the Welcoming Schools framework until the 21-22 school year. One Parent training in Positive Discipline was provided via video conference.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school continues to actively dialogue with parents to improve the frequency and quality of communications with the school community, and create a better flow of information to and from the school through ParentSquare. Parents also actively communicated with classroom teachers during distance learning to collaboratively support their child's learning.

Community based education and events were not able to take place over the course of the year as previously planned.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The school's annual attendance rate in 95% or higher 16% or less chronic absenteeism	The attendance rate for 2018-2019 P1 was 95.03% and the attendance rate for P2 was 94.67% with an overall 11% chronic absenteeism rate.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Review and revise as needed, Reach Parent Foundation board policy regarding Attendance and Attendance Review Board, and communicate policies to parents and staff through on attendance and tardiness through ParentSquare and the student handbook.</p> <p>2. Review and revise as needed, systems and procedures for attendance absence tracking and accounting. Continue providing dedicated work hours to tracking and monitoring absences on a daily basis, and engage parents in discussions around attendance support early for chronically absent and tardy students.</p> <p>3. Continue dedicated staff time for managing Independent Study programing for students who may have unavoidable extended absences.</p>		
Cost of attendance clerks time dedication to attendance tracking and parent follow-up	\$13,044.00	\$13,044
IS Teacher time to support site program students who need short term independent study	\$5,000.00	-

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REACH was able to transition quickly to distance learning the second half of the school year and provide regular daily instruction to students. During this time, staff worked to re-engage any students that were not in regular attendance and provide tools and resources to support participation. These additional measures were formalized in the school's Learning Continuity and Attendance Plan for the following school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Preparation of facilities and outdoor spaces to maximize social distancing and reduce in door exposure.	\$11,367	\$11,367	Y
Personal Protective Equipment (PPE) and hygiene equipment for staff and students engaging in in-person instruction.	\$2,000	\$2,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

REACH phased in in-person instruction via a hybrid model that combines distance and in-person instruction during the month of April 2021. The blend of In-Class Learning with Home Learning, followed the period of distance only learning that started in March of 2020. While some families elected to remain full-time in distance learning, most students returned to in-person instruction enabling the school to conduct in-person instruction for three partial days per week at each grade.

The REACH School consistently administered diagnostic assessments through EasyCBM upon reentry into school and during distance learning and quarterly for monitoring upon return to in-person instruction.

Parent communication primarily occurred at the classroom level between the teacher, parents, and students.

Whenever possible during distance learning, REACH provided in-person, one-to-one specialized instruction and services to students with Individualized Education Plans. These services were performed outside whenever possible and with appropriate distancing and personal protective equipment, or via video conference.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

REACH was able to accommodate most of the students on campus for partial days starting in April of 2021 in conjunction with distance learning the remainder of the instructional time. Some families opted for full-time distance learning and were incorporated into in-person classroom time whenever possible via video conference. The remainder of instructional time took place asynchronously during non-in-person time or as asynchronous work.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff professional development related to the improved delivery and capacity of distance and hybrid learning.	\$3,000	\$ 3,000	Y
Instructional resources, apps, and platforms to support distance and hybrid learning.	\$7,000	\$ 7,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Continuity of Instruction

REACH School provided a continuity of instruction during the school year to ensure access to the curriculum through the digital delivery of core curriculum through Google Classroom and Google Apps for Education as the school's primary Learning Management System, as well as through the Zoom platform. Grades Tk-4 supplemented asynchronous learning through SeeSaw and grades 5-8 supplemented using Canvas LMS. Common Core aligned curriculum delivered through our LMS consisted of SFUSD math curriculum and MidSchool Math, Collaborative Classroom for ELA, Positive Discipline for SEL, as well as a variety of supports and evidence-based strategies such as PLC's, social stories, and trauma informed practices. Core curriculum was supplemented with digital apps such as SplashMath and Kahn Academy (math), ABC Mouse and NewsELA (ELA) among other apps and digital resources. As a Project-based Learning school (PBL), REACH continued to encourage 21st century skills development for students in distance learning by synchronous and asynchronous collaboration between students on the project themes. Synchronous interaction between teachers and peers, as well as small group sessions and Instructional Aide push in support occurred daily through the Zoom conferencing systems and teachers provided ample office hours to conduct frequent one to one sessions to support students and parents via email, phone, or video conference.

REACH Teachers use a professional learning community approach to monitor progress as a team, and to identify any problems in practice to best meet all student needs. Dedicated time for peer discussions and sharing of best practices are utilized throughout the week. REACH teachers hold an equity lens in regards to instruction for academics, behavior and social emotional learning. REACH Teachers provided daily touch points for student through virtual circles, workshops and one to one meetings with students and families. REACH School staff attended Disrupt, a distance learning training through Sonoma County Office of Education (SCOE), with the focus to learn best strategies for distance learning through a PBL lens. In addition, the Disrupt training gave REACH Teachers more resources and support for creating better systems of support in order to maximize learning outcomes for all students during COVID 19 pandemic. Relevant to the COVID19 pandemic, REACH teachers attended training on trauma informed practices to better support all students. REACH teachers attended trainings for google classroom, canvas, and seesaw, while collecting online resources from SCOE's Disrupt training and Making Math Real.

Access to Devices and Connectivity

REACH School surveyed the REACH Families to determine 2020-2021 baseline of student access to a digital device, to determine types of devices, and to what degree students are sharing a device or have individual access to a device. Also, the survey was used to determine 2020-2021 baseline of internet connectivity and to assess to what degree connectivity supports the types of learning activities (video streaming; multiple students in household) necessary for distance learning. REACH school will create a process to provide technology support for students and families in the form of devices and wireless internet hotspots. Students needing devices for use at home were provided a Chromebook both in the Spring session of 2019-2020 as well as for Fall 2020-2021. In addition, families without Internet connectivity were provided wireless hotspots for use in distance learning for the 2020-2021 school year. In addition, REACH School has created a board policy regarding device use for distance learning.

During the 2019-2020 Spring distance learning, students that were unable to access materials digitally were provided paper packets of work when needed. Paper packets continue to be an option for distance learning for 2020-2021 distance learning if students experience issues with digital access.

Pupil Participation and Progress

The REACH School collaboratively determined processes and provided training for certificated personnel to monitor and interact with students regularly and synchronously. REACH Teachers used similar platforms across the grades, and the interactions with students will be logged into a student information system such as Google Classroom, Canvas, Powerschool and SeeSaw.

All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness.

Daily live interaction is two-way communication between a certificated staff and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. Examples may include:

- In-person instruction (hybrid model)
- Virtual communication or interactions, including but not limited to synchronous online instruction
- Phone calls where both parties communicate at the time of occurrence (with certificated staff and peers)

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day as well as weekly logging of student engagement in learning.

Attendance is met through the following:

- Daily live interaction (see above)
- E-mail
- Evidence of participation in online activities (online platform)
- Completion of assessments or assignments
- Contacts between any staff member and a student or their parent or guardian

A student who does not participate in distance learning on a school day shall be documented as absent for that school day.

Staff uses the California Department of Education “Combined Daily Participation and Weekly Engagement Template” to monitor student participation and engagement daily, and over the course of each week. (<https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf>)

To the greatest extent possible, specialized instruction and services specified in IEP’s were conducted in person in a one-to-one outdoor setting during distance learning. If in-person sessions were not feasible, IEP services will be conducted virtually during distance learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

REACH was able to increase intervention for struggling students both during distance learning and once in-person instruction resumed. Tier 2 interventions in math and reading were increased for both small groups and when needed on an individual basis for students showing risk in EasyCBM assessments.

Instructional aide hours were maintained to the greatest extent possible during a time of budget tightening to allow for increase in the availability of one to one and small group support for struggling students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Retention of Instructional Aide hours to support at risk students through small group and one-to-one instruction during distance learning and hybrid, in-person instruction.	\$26,532	\$ 26, 532	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

REACH School has established protocols for identifying gaps in learning and measuring learning status. Every 8-10 weeks students are assessed in math and language arts through EasyCBM. These benchmarks give REACH Teachers information to analyze and determine next steps so they can respond appropriately to learning loss. REACH Teachers then provide small group instruction and feedback workshops, one to one support, as well as math and language arts intervention options. Additional support is provided in small group pull out with the resource teacher and aide support. REACH School has an established Multi-tiered System of Support (MTSS) framework for supporting all students and will also be participating in the CAMTSS Grant starting in the 21-22 school year for implementation of the CA MTSS Framework at the school. The REACH teachers will administer continual assessments in mathematics and language arts through EasyCBM and apply a tiered approach to intervention outlined in the school's MTSS and guided by a Student Support Team (SST).

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

REACH Teachers collaboratively selected services and supports to determine what methods to use for data collection, analyzing, and targeting any gaps in access, opportunity or achievement. Using EasyCBM, interim assessments and other formative assessments, the REACH Staff collects, analyzes, and responds accordingly to learning loss. REACH staff is trained in the various platforms to ensure better access by all stakeholders, including parents. The REACH school utilizes staff meeting time to schedule data analysis sessions to inform instruction and respond effectively to student needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The REACH Teachers attended a training on building resilience during this time, and refreshed their trauma informed practices. REACH School will survey staff periodically during the school year to continually assess staff needs, with the option to schedule individual conversations (in-person or virtual), to illuminate additional needs. The REACH School provides mental health and wellness resources for educators from the Sonoma County Office of Education that include managing stress and anxiety, helping children and families cope with COVID-19, talking to children about COVID-19, and crisis hotlines.

REACH Staff devote time at weekly staff meetings to determine systems of support that may be needed. REACH teachers use morning meetings and continuous meetings throughout the day to check in with students to identify needs as they arise. REACH teachers differentiate resources for different students to address trauma and other impacts. REACH also retains its status as a Positive Discipline Lab School and provides regular training updates and coaching for teachers and staff to maintain the coherence of the program throughout the school.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

REACH School is committed to engaging the community continuously through virtual meetings, phone calls, community emails and sharing successes from the classrooms. The REACH School is a certified Positive Discipline School and teachers are aligned and trained in using positive discipline. REACH teachers integrate positive discipline into the curriculum and plan for instruction using a UDL lens to REACH all students. REACH teachers provide inclusive instruction and supplemental supports based on need, regardless of eligibility. This approach fosters engagement and allows for teachers to recognize at risk students and respond to learning loss early.

REACH School developed a tiered reengagement system for students who are absent. A pupil who does not participate in distance learning on a school day is documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, are subject to a tiered re engagement process: TIER 1: The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher. Teachers or the attendance clerk will attempt to make contact with the student and parent. TIER 2: Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and director. As part of the re-engagement strategy, the school director will attempt to REACH out and determine the cause for the absence and will ensure that communication with the parent is working, phone dialer, emails, and internet access; Determine if there is a breakdown in communication and make any corrections; and determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved. The parents will be informed that continued absences from distance learning could include: A conference with the director; Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions. TIER 3: If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The director may develop an Attendance Plan that includes: Teacher engagement; Both reward and consequences for further attendance; Review of the family circumstance for outside connection with health and social services.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For distance learning, The REACH School offers free and reduced breakfast for pick up at a specific time of the day during distance learning and hybrid learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Hour counseling services contracted with Social Advocates for Youth (SAY)	\$7,500	\$7,500	Y

Pupil and Family Engagement and Outreach	Retention of full-time office and attendance support.	\$20,000	\$ 20,000	Y
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

REACH engaged a counselor from Social Advocates for Youth (SAY) to provide counseling for our most vulnerable students based on teacher and parent referral. In addition, REACH retained its capacity for office and attendance support to provide better service and outreach to families during distance learning and in transition to hybrid learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2021-2024 LCAP is informed by staff recognizing more fully the needs of students that are close to the margins from a social and economic perspective. The vulnerability of these students became more pronounced during the pandemic and the staff has used this insight to shape the goals and outcomes of the 3 year LCAP plan.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

REACH will continue to benchmark students throughout the year utilizing EasyCBM assessments and meet regularly to analyze assessments, determine appropriate interventions, and monitor student progress. REACH teachers will also continue to assess students with classroom based formative assessments and keep parents informed of their student progress through parent/teacher conferences at least two times per year in addition to regular progress reports.

Teachers will also utilize the CAASPP Interim Assessments where practical to assess and prepare students for annual Summative assessments and for additional data on student progress toward grade level standards.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

REACH was able to increase and improve intervention and engagement services to its most vulnerable students by maintaining a high level of personnel service, adding digital resources, and increasing teacher preparation, training and collaboration time significantly during this period of time.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

REACH recognizes the benefit of maintaining expanded MTSS framework and services for students over the next three to five years and plans to solidify and expand goals related to supporting struggling students as well as increasing overall academic performance for all students during the period of the 2021-2024 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has

provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
REACH	James D Brown, Ph.D., Director	jbrown@reachcharterschool.org 707-823-8618

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

The REACH School offers its site-based and Independent Study programs to Transitional Kindergarten through 8th grade students. REACH actively recruits a student population that is reflective of the demographics of the general population residing within the territorial jurisdiction of the Sebastopol Union School District. The school had seen growth in its population in the three initial years of the previous LCAP period, growing from a P2 ADA of 87 in 2016-17 to 112 in 2017-18 and 133 in the 2018-2019 school year. After a dip in enrollment in the 2020-2021 school year due to the global pandemic, REACH is on target to regain an enrollment that is in the low 130's.

The school maintains a small school environment with average class sizes averaging 20 or fewer students. Approximately 35% of our students are low-income, which has remained stable year over year. Currently, 18% of our students demonstrate some level of disability as identified in a Section 504 Plan or an IEP for special education services. The 2020-2021 school year was the fourth year of the school's most recent charter renewal and as well as its fourth year as an independent LEA for special education. The school works under the Sonoma County SELPA and provides a full range of services to our students via independent service agreements with providers and a full-time resource specialist who also coordinates and administrates services. REACH will in it's fifth and final year of it's 2016 charter renewal and with be submitting renewal for another 5 year period in 2021.

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

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

Staff professional growth and stability has remained a key focus for the school and administration. In 2020-2021 school year, we supported one teacher in completing their second year of teacher induction, as well as supporting one teacher in the completion of initial administrative services credentialing. Our retention remains high with the school retaining all but one teacher at the end of the year.

REACH was certified by the Positive Discipline Association starting in 2018-2019 as a Positive Discipline Lab School in recognition of its efforts in implementing the program school-wide. In 2020-2021, REACH was certified as a Positive Discipline Lab School for the third year, and one additional staff member and became a certified parent trainer in Positive Discipline. The school plans on resuming regular parent workshops in Positive Discipline in 2021-2022.

The school once saw significant disruption from unprecedented school closures from the global pandemic that forced students into conducting most of the school year in distance learning. REACH teachers worked diligently to accommodate students by implementing rigorous online instruction. Students returned to in-person instruction three days per week on April 6, 2021 for the remaining months of school with the other two days in distance learning.

The school's Board of Directors continues its long tradition of strong fiscal oversight as well as building a stronger infrastructure through policy review, update and change. REACH has solidified many of its processes and has moved to an increasingly clear and shared vision for the success of our TK-8 school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

REACH continued to have a strong improvements for SED students in our English Language Arts and mathematics scores prior to the pandemic. Use of Riverside Insight (EasyCBM) assessments for ELA and math has allowed the school to identify struggling students while in distance learning and focus interventions for those students upon return to in-person learning. The school is committed to building on this progress in the 2021-2022 school year and beyond by continuing to perform regular benchmark assessments, implementing UDL and MTSS in classrooms, and retaining some small group tier 3 interventions.

REACH also continues to expand the school's Socio-emotional (SEL) and Project-based Learning (PBL) programs as a primary focus for instruction and increasing student engagement during distance and hybrid learning. These programs are expected to continue having a positive impact on student academic performance by increasing student engagement and reducing missed instructional time as we return to full-time, in-person instruction. The retention of teachers trained in these frameworks has been vital to re-constituting these programs on the resumption of full-time, in-person learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

While parent communication in distance learning was robust for many classes, continuing to grow and develop communication of classroom and schoolwide activities, as well as parent volunteer opportunities is identified as an area of growth for the school.

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

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP features actions to target specific gaps in ELA (reading and writing) and mathematics (numeracy) for the population that the school serves. These deficits have been intensified during the period of distance learning and require an approach that is targeted for students that continue to perform below grade level academically. The core features include the capacity for early identification of struggling students, targeted and tiered intervention, and robust progress monitoring.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Consultation with professional organizations, 2020-2021 ongoing – The director and lead teacher attended an LCAP online training Feb.- April to review modified LCAP process.

Previous Parent Survey from 2020 provided a baseline for parent feedback on school climate and concerns.

LCAP Parent Community Meeting, June 2021 – This meeting was held virtually for the purpose of explaining the school's LCAP as well as providing feedback activity and discussions addressing, from a parent and community perspective, areas where the school is performing well and areas that could use some improvement.

Staff LCAP Review, May 2021 and Staff Meetings, 2020-2021 ongoing – Teachers and director reviewed LCAP goals and progress during regular staff meetings. Teachers have continuous opportunities to provide feedback throughout the year using the typical channels of communication, and gathered as a group to provide specific feedback to the 2020-2021 LCAP formation process. The staff also engages in weekly staff meetings each Wednesday that includes a variety of activities and offers opportunities for feedback.

Monthly meetings of the Reach Parent Foundation Board of Directors, 2018-2019 ongoing – Reach Parent Foundation (RPF) board members frequently engage in activities at the site level taking regular feedback from the director, teachers, parents and students. The board has numerous opportunities for input regarding the school LCAP specifically from the director.

A summary of the feedback provided by specific stakeholder groups.

Staff focused specifically on areas of greatest need as determined by analysis of formative assessment reports and anecdotal information working with students directly in the classroom. The need for more focused instruction and intervention practices in reading, writing, and mathematics was identified as a top priority. Governance Board focused on academic and state assessment performance for students in ELA and mathematics ahead of the school's charter renewal process and desire to continue process of improvement that was disrupted by the global pandemic.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Given the staff and board feedback, a particular focus on building capacity to identify struggling students and address performance gaps through a multi-tiered system of support and intervention is highlighted in this LCAP.

Goals and Actions

Goal 1

Goal 1	Description
MTSS Support	Apply Multi-tiered system of support (MTSS) to address the varied needs to students and their ELA and mathematics deficits with tier 2 and 3 emphases on at risk students.

An explanation of why the LEA has developed this goal.

Low-income and struggling students demonstrate persistent gaps in the areas of reading and writing in ELA, as well as in basic numeracy. These deficits have been exaggerated during the period of distance learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adapt PBL plans and rubrics to contain integrated UDL strategies in ELA and/or mathematics	Currently, there is no consistency between classrooms on this measure.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All teacher led PBL plans and rubrics contain integrated UDL strategies in ELA and/or mathematics
Students meeting or exceeding grade level median scores on in-house or SBAC Interim Assessments	2020-2021 easyCBM assessment baseline. Grades 3-8: 17% of students at some and 3% at high risk in ELA measure and 8% at some and 1.5% at high risk in math at Spring benchmark.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students consistently assess at grade level or above.
Dedicated staff time for intervention tracking and assessment	Currently, the staff dedicates some time over the course of the year for review and updating student reports and tracking at risk students.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Consistent dedicated staff time for review and updating student reports and tracking at risk students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBL academic integration	Adapt PBL plans and rubrics to contain integrated UDL strategies in ELA and/or mathematics through dedicated staff time, staff training, and the utilization of. PBL coach or lead teacher.	\$ 500	Y
2	ELA Curriculum adoption	Expansion of Collaborative Classroom Curriculum adoption (resources and training) in grades K-4 inclusive.	\$15,000	Y
3	ELA RTI	Adoption of ELA (SIPPS) curriculum for ELA small group and one to one intervention. Teacher training on SIPPS and intervention strategies.	\$ 5,000	Y
4	Student Assessment	Use of SBAC Interim Assessments and easyCBM for student benchmark and ongoing progress monitoring for struggling student identification and tracking.	\$ 500	Y
5	Teacher MTSS and UDL training	MTSS and UDL training for teachers and dedicated time for peer collaboration and review.	\$ 500	Y
6	Aide Support	Additional aide support for conducting small group ELA interventions.	\$ 10,000	Y

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal 2	Description
CAASPP Performance	Improve academic performance in the areas of ELA and mathematics for all students through CCSS based ELA and mathematics training and resources.

An explanation of why the LEA has developed this goal.

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

ELA SBAC assessment data as well as teacher driven assessments indicate an achievement gap for low-income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will meet or exceeded the standards on the SBAC Math assessment at the same or better percentage as the State.	33.76% of REACH students met or exceeded SBAC Math standards (2019) compared to 39.73% statewide.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students meet or exceeded the standards on the SBAC Math assessment at the same or better percentage as the State.
Low-income students will meet or exceed the standards on the SBAC math assessment at the same rate as other REACH students.	19.23% of low-income students met or exceeded SBAC Math standards (2019).	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Low-income students meet or exceed the standards on the SBAC Math assessment at the same rate as other REACH students.
An increase of 2% in student proficiency on SBAC math from beginning of the 2021-2022 school year baseline data.		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	An increase of 2% or more in student proficiency on SBAC math from beginning of the 2021-2022 school year baseline data.
All students will meet or exceeded the standards on the SBAC ELA assessment at the same or better percentage as the State.	48.68% of REACH students met or exceeded SBAC ELA standards (2019) compared to 51.1% statewide.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students meet or exceeded the standards on the SBAC ELA assessment at the same or better percentage as the State.

Low-income students will meet or exceed the standards on the SBAC ELA assessment at the same rate as other REACH students.	34.61% of low-income students met or exceeded SBAC ELA standards (2019).	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Low-income students meet or exceed the standards on the SBAC ELA assessment at the same rate as other REACH students.
An increase of 2% in student proficiency on SBAC ELA from beginning of the 2021-2022 school year baseline data.		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	An increase of 2% or more in student proficiency on SBAC ELA from beginning of the 2021-2022 school year baseline data.

Actions

Action #	Title	Description	Total Funds	Contributing
1	K-4 ELA Curriculum Training	Training and implementation of a structured K-4 grade reading/writing, and reading intervention curriculum. Continue the teacher curriculum review committee for the purposes of review of ELA curriculum implementation and ongoing teacher training.	\$ 1,000	Y
2	ELA Assessment	In-house CCSS aligned assessment program in ELA. Teacher release time to review assessments and plan RTI.		Y
3	Aide Support	Paraprofessional/special education aide support for student small group interventions in ELA.	\$5,000	Y
4	K-8 Math Curriculum	K-8 math materials and teacher training	\$5,000	Y
5	Math Assessment	In-house CCSS aligned assessment program in mathematics. Teacher release time to review assessments and plan RTI.		Y
6	Aide Support	Paraprofessional/special education aide salary for student small group interventions in mathematics.	\$5,000	Y

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal 3	Description
SEL Support	Provide support and resources for student and family resilience and social-emotional stability.

An explanation of why the LEA has developed this goal.

Recent disruptions

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
70% of parents will participate in at least one school-led positive discipline training.	No baseline data for 20-21 school year. A small percentage of students have participated in at least one PD training.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% of parents annually participate in at least one school-led positive discipline training.
95% student attendance rate.	As of the 2019-2020 school year, REACH maintained an ADA of just over 95%.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% student attendance rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education	REACH will provide teacher-led parenting classes on elements of positive discipline for parents over the course of the school year.	\$ 10,000	Y
2	Parent Communication	Increase parent communication from school office on school activities, attendance information, and community resources for health and wellness.	\$ 500	Y

Goal Analysis 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	\$71,654

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1

MTSS Support

A strong multi-tiered system of support allows the robust identification of struggling students and the rapid intervention and progress monitoring response that is targeted to each student's needs. Increased differentiation of initial instruction also helps insure that struggling students have ample opportunity to improve performance as part of their general education experience before more restrictive interventions are required for remediation.

2

CAASPP Performance

As a key accountability measure, REACH sees equity across the student population in terms of academic performance as a key goal of serving students. While a key measure of student achievement is the CAASPP, regular, ongoing performance and progress monitoring for students who may be struggling are key to evaluating and planning program effectiveness. To that end, REACH sees benefit in adopting uniform curriculum and implementing processes and additional personnel time and resources to build classroom instructional effectiveness and relevance as well as to further differentiate instruction in service to our diverse learners in a broader context of instructional delivery methods.

3

SEL Support

The school has relied heavily on the Positive Discipline framework and building this skillset across the organization, as well as SEL curriculum targeted at building a bias free school environment where students can feel safe, supported, and stay focused on learning. Teachers, staff and parents being trained in a common language and set of understandings supports all students and provides opportunities for discipline redirection before issues become high impact. Our chosen curriculum promotes a supportive school climate, seeks to involve families in problem solving and provide continuity for students throughout their daily experience as a way of creating a supportive and stable structure in which learning can occur in response to multiple context. Continued improvement in parent communications through ParentSquare and community involvement in things like community workdays, parent/teacher conferences, and family education opportunities support student achievement by creating a coherent social net invested in all learners' success. Chronic absenteeism in any school setting is problematic when students are not connected or feel safe at school, and it's doubly so in a PBL context as there are no work sheets to make up for missed days. For unduplicated students who disproportionately represent those students experiencing chronic absenteeism and low achievement, these goals provide an additional layer of support for connecting to school, which will improve outcomes across the board for achievement, culture, engagement and parent involvement.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The School's unduplicated count for the 20-21 school year was 42% with most of these students falling in the low-income category. This represents 7% increase from the previous (19-20) year in the school's SED count. We do not anticipate any significant changes to this percentage for the 21-22 school year. Based on a number of data points we have determined the most effective use of funds is to provide increased interventions and to maintain small class size in grades K-8 along with a robust social-emotional support and multi-tiered system of support (MTSS). We believe a strong focus on continued development, refinement and increased staffing for the school's Response to Intervention (RTI) Program will have the largest impact on our unduplicated population, along with improved and consistent initial classroom instruction supported by uniform curriculum at each grade level. The previous program development provided a foundation of support for all struggling learners and continuing to refine procedures and increase staffing for the program will give us the opportunity to identify and specifically target unduplicated students.

Unduplicated students are also disproportionately represented in the group of students who struggle with daily participation and engagement, or are chronically absent or tardy. While the school put into place policies and procedures in 2018-2019, it will continue to improve execution of those procedures and to use consistent communication with parents to improve attendance and use the lessons learned from distance learning to deepen both student and family engagement with the school and the learning process.

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.