Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Reed Union School District	Dr. Nancy Lynch Superintendent	nlynch@reedschools.org 415-381-1112

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Reed Union School District is an elementary school district located on the Tiburon Peninsula, twenty minutes from San Francisco, serving the communities of Belvedere, Tiburon and a portion of east Corte Madera.

The District operates three school sites: Reed for Kindergarten through 2nd grade, Bel Aire for 3rd through 5th grade, and Del Mar for 6th through 8th grade. Each school has received California Distinguished School awards. Bel Aire was awarded the National Blue Ribbon Award in 2015 and Honor Roll award in 2016. Del Mar was confirmed as a California Gold Ribbon School and Title I Achievement School in 2017. Student test scores are among the highest in Marin County and the state of California.

The current enrollment of the District has dropped to 1364 students from the previous year of 1,452. The District is declining in enrollment at the elementary schools, partially due to the high cost of housing in the community. The number of students who are designated as socio-economically disadvantaged has dropped to 3.4% in the current year from 3.5%. The most numerically significant ethnic population in the district is white (81.2%), with other designations including 7% Asian, 5% Hispanic, and 5.9% designated as 2 or more races. English learners represent 3.2% of our student population.

Students are provided a broad course of study including:
- Core subject-area instruction
- Art
- Music
- Physical education
- Spanish foreign language instruction in grades 2-8

- Libraries provide cross-curricular support
- Extra curricular sports activities in middle school
- 1:1 laptop or iPad programs in grades K-8
- Technology learning centers in K-1 classrooms
- Special education classrooms and resources
- Response to instruction and intervention programs
- Supplementary instructional materials

LCAP Highlights

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

The key features of the LCAP include detailed analysis of the previous year's goals that were met or not met. The LCAP meets the state mandated priorities, and some local goals recommended by staff and parents. A companion document of the 2018-2023 Strategic Plan has been drafted in the current year to inform goals and actions of the subsequent LCAP.

Goals were modified in 2017 from the prior year to facilitate coherence and use metrics that are more accessible and meaningful.

Stakeholder input was used to identify goals including:
- Math adoption K-8
- District wide diversity and inclusion training and focus for staff, students and families
- TOSAs support teachers in standards implementation and provide on-going embedded coaching and technology training
- ELA curriculum was adopted for grades K-5
- Inclusion of library media centers to support cross curricular learning and instruction
- Parent surveys informed articulation of social emotional programs, extended learning opportunities for students meeting standard, and expanding Spanish to 2nd grade

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The current year goals and corresponding actions and services were significantly met or surpassed. The percentage of students who achieved mastery in mathematics, ELA, and science exceeded our established goals as measured by either local indicators or Smarter Balanced Assessments.

Areas of greatest progress include:
- Elimination of performance gap of boys as compared to girls in English Language Arts, as measured by the SBAC in grades 3 and 4; and reduced the gap in grade 7

- Increased performance of Students with Disabilities in English Language Arts by 16 points in grades 3-5 and 6.4 points in grades 6-8. Math increased by 15.8 points in grades 3-8, as measured

by the SBAC
- Implementation of middle school standards-based grading practices that provide students with specific feedback to promote continuous learning and growth
- MAP benchmark data has been used more consistently to guide instruction and teacher collaboration
- Attendance rates increased for the 3rd year, while suspension rates decreased over the prior year
- Embedded, and on-going professional develop for new teachers at Del Mar
- Ongoing and deeper professional development in diversity, inclusion, and equity. Social Justice Standards to be implemented next year in grades K-8
- Diversity, inclusion and equity links and resources shared with parents twice per month in superintendent's newsletter
- Districtwide iInspire professional development where teachers learned from expert colleagues
- TOSAs have provided on-going and embedded professional development and coaching throughout the year in all content areas
- Instructional aides receive professional development by TOSAs to enable them to more effectively engage in supporting students
- Recommendations from parent survey (January 2018) and 7 stakeholder meetings informed and guided the new 5-year strategic plan which will inform future LCAP documents

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Goals not met, or partially met were mainly in the area of ELA and science curriculum pilot and adoption. Elementary grades reviewed Amplify Science, and chose not to pilot. Currently, they have reviewed TWIG Science and will pilot in grades K-5 in the fall of 2019. Middle school science teachers will review Amplify Science for a possible pilot in the fall of 2019.

For middle school English Language Arts (Humanities), curriculum has been reviewed at the Marin County Curriculum Fair, however a program has not been selected yet for pilot. The implementation of a district-wide Curriculum Council in 2019-2020 will provide processes and guidance to support the adoption process and utilize equity protocols to ensure materials meet the needs of all students. The Curriculum Council will additionally set protocols for adopting supplemental materials and apps.

Writers workshop training has been identified as an area of need, therefore professional development will be scheduled in the fall of 2019.

Chronic Absenteeism has increased from 6.5% last year, to 8.1% in the current year. By school, the rates for 2018-19 were 7.7% at Reed, 8.6% at Bel Aire, and 8.1% at Del Mar based on enrollment numbers. We will continue to work with families, and implement strategies generated by the district-

wide Strategic Planning Collaborative teams to improve attendance for students who are absent for 10% or more of the days school is in session. We will also utilize the SART team to address this problem.

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

Performance Gaps

Overall, students maintained or increased performance in English Language Arts and math as measured by the SBAC and indicated on the California Dashboard. Student groups that continue to have performance gaps as represented by yellow on the Dashboard are English Learners and Students with Disabilities in English Language Arts.

English Learners scored at 2.9 points above standard, however decreased by 6.4 points from last year. In comparison, the State achievement of English Learner students was 47.1 points below standard.

Students with Disabilities scored at 21.9 points below standard, which was an increase of 11.7 points from last year. In comparison, the State achievement of Students with Disabilities was 95.5 points below standard. Overall scores for Students with Disabilities increased in English Language arts, as well as math, as indicated by an increase of 15.8 points.

Comprehensive Support and Improvement

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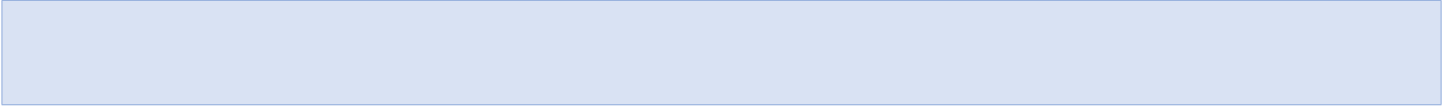
Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Increase student achievement so that all students are proficient or advanced in grade level standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                   Priority 2: State Standards (Conditions of Learning)
                   Priority 4: Pupil Achievement (Pupil Outcomes)
                   Priority 7: Course Access (Conditions of Learning)
                   Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
MATH:
1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard

2) 85% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics

3) 80% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks as measured in the second trimester

4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring

18-19
MATH:
1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard

2) 86% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics

3) Adopted math program no longer includes an embedded performance task. This goal is discontinued.

4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring

Actual

100% of students have access to textbooks and materials. All teachers are current for their assignments.

DEFINITIONS:
EL - English Language Learners
ELA - English Language Arts
PE - Physical education
ELPAC - English Language Proficiency Assessment for California
SBAC - Smarter Balanced Assessment Consortium
SDAIE- Specifically Designated Academic Instruction in English
California Dashboard colors high to low - blue, green, yellow, orange and red
https://www.caschooldashboard.org/search?search=Reed%20Union&year=2018

MATH:
1) Goal met - 89% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments administered in Spring 2018. The California Dashboard indicated Bel Aire at the blue level with 53 points above standard, an increased by 6.1 points. Del Mar was indicated by the green level with 62.3 points above standard, a decrease by 9.9 points.

2) Goal met - 93% of K-2 students scored 2 or better in the second trimester on performance tasks in mathematics. 95% of 3-5 grade students scored 2 or better on the second trimester performance task.

3) Goal 3 not measured. The pilot program used in 2016-17 incorporated embedded performance tasks, where the currently adopted program does not. This goal was discontinued.

4) Goal met - 86% of EL students maintained or increased performance in math as measured on Smarter Balanced math assessments administered in the spring.

Baseline
MATH:
1) 83% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments.

2) 94% of students in grades K-5 score at least a 2 or better in the second trimester on performance tasks in mathematics

3) 76% of students in grades 6-8 scored 80% or better on curriculum embedded math performance tasks as measured in the second trimester

4) EL students maintained very high status in math as indicated on the Dashboard

Metric/Indicator
ELA:
1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard

2) 89% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester

3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring

18-19
ELA:
1) 87% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard

2) 90% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester

3) 55% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring

Baseline
ELA:

ELA:
1) Goal met - 87% of students in grades 3-8 continued to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard. The California Dashboard identified Bel Aire at blue level with 55 points above standard, which increased by 3.1 points. Del Mar at green level with 69 points above standard, which decreased by 14 points.

2) Goal met with exception of 7th grade - 93% of K-2 students received a score of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester. In grades 3-5, 95% of students met this goal and 88% of students in grades 6-8. Sixth and 8th graders scored at 90% and 7th graders at 85%.

3) Goal met - 71% of EL students increased performance in ELA as measured on Smarter Balanced assessments administered in the spring.

Expected	Actual
1) 86% of students in grades 3-8 continued to maintain or increase performance in ELA as measured on Smarter Balanced assessments as indicated by the Dashboard. 2) 88% of students received a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester. 3) Grade 3-5 EL students declined significantly to medium status (-2.9 from level 3), while grades 6-8 remained at high status (27.6 from level 3).	
Metric/Indicator SCIENCE: 1) 85% or more of students in grades 5 and 8 will continue to maintain or increase performance on the new California Standards Test (CAST) 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST) 4) 100% of students will participate in health lessons embedded into science and PE curriculum **18-19** SCIENCE: 1) 85% or more of students in grades 5 and 8 will continue to maintain or increase performance on the California Standards Test (CAST) as measured by pilot year results 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST) as measured by pilot year results 4) All students will participate in health lessons embedded into science and PE curriculum **Baseline** SCIENCE:	SCIENCE:. 1) Field test was administered in 2017-18, with no results provided. Administration will begin spring 2018-19. 2) Goal met - 99% of K-2 students scored at proficient on a common grade level rubric for one lesson/activity in the first trimester; and 100% in the second trimester. In grades 3-5, 90% of students in the first trimester and 94% of students in the second trimester met this goal. 95% of students in grades 6-8 met this goal in the first trimester, and 96% in the second trimester. 3) Field test was administered in 2017-18, with no results provided. Administration will begin spring 2018-19. 4) Goal met - 100% of students participated in health lessons embedded into science and PE curriculum.

Expected	Actual
1) 94% of students in grades 5 and 7 continued to score proficient or advanced on the California Standards Test 2) No grading rubrics in place for 5th grade science 3) New data set to be established in current year. 4) New health and sciences goal	
Metric/Indicator Maintain schedules that provide evidence of student access to music, art and PE lessons or courses **18-19** Maintain schedules that provide evidence of student access to music, art and PE lessons or courses **Baseline** School schedules provide evidence of access to music, art and PE courses	Goal met - Maintained schedules that provide evidence of student access to music, art and PE lessons or courses.
Metric/Indicator All students and teachers will have access to library media center to support cross curricular learning and instruction **18-19** All students and teachers will utilize the library media center to support cross curricular learning and instruction and technology integrated projects **Baseline** New library media center goal	Goal met - All students and teachers had access to the library media center to support cross curricular learning and instruction.
Metric/Indicator Maintain 15% of EL students will be reclassified by spring as measured by the CELDT **18-19** Maintain 15% of EL students will be reclassified by spring as measured by the CELDT/ELPAC **Baseline** 36% of EL students were reclassified by spring 2017 as measured by the CELDT.	Goal met - 20% of EL students were reclassified by spring as measured by the ELPAC to surpass the goal.
Metric/Indicator Maintain appropriately credentialed teachers as measured by mis-assignment rate	Goal met - reduced the number of mis-assignments to 1, which exists for a hard to fill position.

Expected	Actual
18-19 Minimize teacher mis-assignments as much as possible given the dearth of qualified candidates in the state **Baseline** 2016-17 there were 3 teacher mis-assignments	
Metric/Indicator Review of professional development for pilot or adoption of curriculum in math, ELA and science **18-19** Review and possibly pilot new 6-8 grade ELA program. Pilot science curriculum if recommended by committee or school teams **Baseline** Adoption of K-5 Eureka math, and pilot of 6-8 Illustrative Mathematics/Big Ideas Algebra, and Benchmark Advance K-5 ELA curriculums	Goal not met - Social studies curriculum, which embeds ELA standards has been piloted in 6th grade. Various elementary grade levels have reviewed science curriculum. A district curriculum council is to be formed in the 2019-20 school year to move this goal forward. In grades 6-8, social studies curriculum will continue to be considered and evaluated for ELA integration next year. In the current year, standards-based grading and reporting have been the primary focus.
Metric/Indicator Standards aligned report card to measure achievement of a broad course of study for all students. Subjects include core, music, art and PE **18-19** K-5 report card will be reviewed and modified, as needed, to continue to clearly articulate student achievement and accomplishment of the Vision of the Reed Union Student objectives **Baseline** 3-5 grade report card has been updated. K-2 and 6-8 will consider modifications	Goal met - all K-5 report cards have been updated and migrated to ALMA student information system. A 6-8 grade standards based report card will be piloted in November, which may be revised after the first or second grading period as necessary, which would be a consistent process with other report card implementations. After finalizing the middle school report card, there may be opportunities to assess possible articulation of K-8 grade report card formats.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In all academic areas, provide additional support and intervention for EL, socioeconomic disadvantaged, and foster students through the direction of the	In all academic areas, provide additional support and intervention for EL, socioeconomic disadvantaged, and foster students through the direction of the	1000-1999: Certificated Personnel Salaries LCFF $670,183	1000-1999: Certificated Personnel Salaries LCFF $655,785

classroom teachers, instructional aides, online personalized programs, the Intervention Specialist, strategies electives, and response to instruction and intervention programs

MATH:
1) Grade 6-8 teachers receive embedded professional development and collaboration time to implement newly adopted curriculum

2) Facilitate professional development in consistent apps used at each grade level to provide additional personalized learning opportunities for students.

3) TOSAs increase support of research and development of effective programs, facilitate leveled professional development and coaching, and support integrated technology in the classroom

4) Use data to analyze student achievement using multiple measures to support teachers in meeting the needs of all students; and provide coaching to new teachers

5) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional

classroom teachers, instructional aides, online personalized programs, the Intervention Specialist, strategies electives, and response to instruction and intervention programs.

MATH:
1) Goal met - grade 6-8 teachers received embedded professional development and collaboration time to implement Illustrative Mathematics curriculum. Use of common preparation periods, release days during the school year, and some collaborative work in the summer further supports this goal.

2) Goal met - TOSAs provided professional development for K-5 teachers in math instruction and personalized learning apps. Additionally, professional development was provided to instructional aides to provide intervention and academic workshops utilizing personalized learning apps including Dreambox and Reflex math. In grades 6-8 differentiation was provided to personalize learning for students with special needs, as well as those who have mastered the content in their math class. IXL math program is utilized by all middle school students to enhance learning. Additional professional development will be provided to all middle school teachers, which began on 5/1/19, on appropriate content apps as the school

3000-3999: Employee Benefits LCFF $187,651

1000-1999: Certificated Personnel Salaries LCFF $193,040

5000-5999: Services And Other Operating Expenditures LCFF $150,000

5000-5999: Services And Other Operating Expenditures LCFF $123,855

challenge. Grade level PLCs will regularly review data

6) School teams will receive professional development and support in utilizing norm referenced assessment data

ELA:
1) School teams recommend ELA curriculum for adoption and receive embedded professional development

2) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will regularly review data.

3) School teams will receive professional development and support in utilizing norm referenced assessment data

4) School teams will consistently use grade level content area writing rubrics.

SCIENCE
1) School teams review science curriculum for future adoption

2) School teams will implement performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning

transitions from student laptops to iPads next year to increase innovation, creativity and personalization of learning.

3) Goal met - TOSAs increased support of effective programs through professional development meetings with K-5 teachers on Measures of Academic Progress (MAP) analysis and student growth data. This information is used by teachers to plan lessons to ensure students make one years growth in in years time. In grades 6-8, TOSAs provide on-going support and coaching to new teachers; work with some humanities teachers on the use of apps/programs to enhance learning; and support the transition to standards-based grading practices.

4) Goal met - all teachers received professional development and/or collaboration time to review SBAC, norm referenced (MAP or Study Island) and local assessments to guide instruction. Data is also used to recommend students for intervention programs or advanced challenges.

TOSAs and the middle school principal provided embedded coaching and professional development to our 1st and 2nd year teachers throughout the year. Currently, only the middle school has new teachers supported

3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists

through BTSA and TOSA supported programs.

5) Goal met - teachers, PLCs and administrators reviewed assessment and benchmark data to recommend intervention or extensions for students. In K-2, September MAP data determined students to receive math club intervention. For grades 3-5, all students were screened at the beginning of the trimester to determine eligibility for academic workshops. Collaborative Inquiry Teams (PLC) reviewed local and nationally normed achievement data on an ongoing basis. In grades 6-8, teachers reviewed data from Study Island to recommend placement of students in a strategies intervention class, taught by a math teacher.

6) Goal met - TOSAs and administrators facilitated several professional development sessions on analyzing and using MAP data for grades K-5. The math department chair participated in the Art of Coaching Teams training, along with other K-8 department and grade level chairs, to support teachers in this work.

SBAC and MAP data was disaggregated to monitor the achievement of students groups that have demonstrated an achievement gap on these measures. For example, boys performance in ELA has been a

focus in the current year as data from the 2018 SBAC indicated that as a group they performed at lower levels than girls.

ELA:
1) Goal partially met - ELA curriculum has been adopted for grades K-5, in which embedded professional development has occurred. Grades 6-8 have not yet piloted or adopted a program.

2) Goal met - teachers utilized multiple measures to assess student progress throughout the year. In grades K-2, PLCs met three times to review students ELA growth. For grades 3-5, all students were screened at the beginning of the trimester to determine eligibility for academic workshops.

Collaborative Inquiry Teams (PLC) reviewed local and nationally normed achievement data on an ongoing basis. In grades 6-8, teachers reviewed data from SBAC and Study Island to recommend placement of students in a strategies intervention class, taught by an English teacher.

3) Goal met - TOSAs and administrators facilitated several professional development sessions in analyzing and using MAP data for grades K-5. Two members of the humanities department participated in the Art of Coaching Teams training, along with other K-

8 department and grade level chairs, to support teachers in this work.

4) Goal met - school teams consistently used grade level writing rubrics. K-2 teachers developed on-demand writing tasks and writing rubrics. This was followed by professional development in best practices in writing instruction with a comprehensive overview of Writer's Workshop. In grades 3-5, revisions to writing rubrics were made for narrative, informative and opinion/persuasive essays. Middle school teachers established and utilized grade level writing rubrics consistently.

SCIENCE:
1) Goal partially met - Staff from grades K-5 have reviewed Amplify Science, and are now reviewing TWIG Science for piloting in the fall. Grades 6-8 teachers reviewed curriculum options presented at the county-wide curriculum fair, and may pilot Amplify Science in the fall.

2) Goal met - K-5 teachers have created common science task rubrics to identify students progress on trimester assessments. In grades 6-8, performance tasks are an embedded part of the science program.

3) Goal met - EL students were

	provided support through SDAIE strategies by the classroom teacher and instructional aides. Students also receive support through intervention programs to build foundational language and writing skills.

Analysis

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

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

The current year goals and corresponding actions and services were significantly met or surpassed. The percentage of students who achieved mastery in mathematics, ELA, and science exceeded our established goals as measured by either local indicators or Smarter Balanced Assessments. Goals pertaining to professional development were met.

Goals not met were piloting ELA curriculum in middle school, and limited review and piloting of science curriculum in grades K-8. Sixth grade Humanities teachers have piloted National Geographic social studies curriculum which embeds ELA standards.

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

As noted in the section above most actions and services were achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Collaborate with parents to create a safe & supportive school environment that fosters teaching and learning, and provides a climate and culture for students to set positive goals and make responsible choices

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) The existence of an articulated Common Sense Media "digital citizenship" guide, and Second Steps curriculum that specifies the lessons that will be taught at each grade level K-8 **18-19** 1) Schedule indicating Common Sense Media "digital citizenship", Second Steps lessons taught at each grade level K-8 **Baseline** 1) Digital Citizenship (Common Sense Media) program was purchased and professional development was provided to teachers.	1) Goal met - Common Sense Media digital citizenship and Second Steps lessons were taught at each grade level.
Metric/Indicator 2) Attendance rates will improve by 1% from March to March of each year **18-19** 2) Attendance rates will be maintained at 96% or higher as measured by P-2 attendance data **Baseline**	2) Goal not met - attendance rates continued to increase from 95.82% in 2017 to 96.5% in 2018, and now 97.29% in 2019. This represents an increase of .79% over the last year, however an increase of 1.47% over a two year period. A concerted effort by schools to send truancy and chronic absenteeism letters to families each trimester; parent meetings with school administrators; and newsletters sent to all parents from the superintendent and school

Expected	Actual
2) Attendance rates increased from 95.56% in 2016 to 95.82% in 2017, which only indicates .26% improvement. Although grades 3-8 demonstrate a slight improvement, K-2 exhibited a minor decease. Overall achieving nearly 96% attendance rate demonstrates that most students regularly attend school.	principals emphasizing the importance of attendance as absences negatively impact all students; may have attributed to the increased attendance rate. The goal of 1% improvement each year is not realistic given the already high attendance rate.
Metric/Indicator 3) Chronic absenteeism will be reduced by 2% from March to March of each year. 4) Parent letters will be sent and SART meetings held for students chronically absent. **18-19** 3) Chronic absenteeism will be reduced by 1% as measured by P-2 attendance data 4) Parent letters will be sent and SART meetings held for students chronically absent. **Baseline** 3) Chronic absenteeism increased to 7.9% in 2017 as compared to 6% in 2016. 4) New letters and processes were developed in 2016-17 to be fully implemented in 2017-18.	3) Goal not met - Although improvement was seen over the past two years reducing chronic absenteeism from 7.9% to 6.5% last year; the current year rate is 8.1%. By school, the rates for 2018-19 were 7.7% at Reed, 8.6% at Bel Aire, and 8.1% at Del Mar based on each schools total enrollment numbers. School principals and office staff begin monitoring attendance in October, and then check again on the 15th of every month, to assess truancy and chronic absences. Letters are sent to parents of students who exhibit either of these attendance issues in accordance with Education Code. To supplement our efforts noted above, we additionally met with the Strategic Planning Collaborative members from each school to brainstorm ways to reduce absences. 4) Goal partially met - principals met individually with parents of students who were chronically absent, however our Director of Pupil Services was not in attendance at those meetings.
Metric/Indicator 5) Maintain a zero dropout rate at the Middle School. **18-19** 5) Maintain a zero dropout rate at the Middle School. **Baseline**	5) Goal met - zero dropout rate maintained at the Middle School.

Expected	Actual
4) There have been no students who have dropped out at the Middle School.	
Metric/Indicator 6) Maintain 1% or less suspension rate, and 0% expulsion rate. **18-19** 6) Maintain 3% or less suspension rate, and 0% expulsion rate. **Baseline** 6) A year by year analysis indicates that on a target date of March 31, 2016 the suspension rate was 1.13%. Using this same date in March 31, 2017 there has been an increased suspension rate to 1.54%. Expulsion rate is 0%.	6) Goal not met - the suspension rate was 1.26% which decreased from 2.4% the prior year. In 2017, the rate was 1.54%. A priority is on reducing the suspension rate, which was accomplished, however the goal was not met.
Metric/Indicator 7) Parents education in student social emotional health education as measured by sign-in rosters. **18-19** 7) 60 parents will attend student social emotional health education as measured by sign-in rosters. **Baseline** 7) Parents attended parent education on bully prevention/intervention, cyber safety, and various other topics during the year.	7) Goal met - Seventy-one parents attended the K-2 grade social-emotional program workshops presented by the school psychologist. In grades 3-5, approximately 75 parents attended these sessions; and 70 of 6-8 grade parents attended workshops about the social-emotional development of students of that age. Middle school parents attended a Being Adept session that provided them with information about drugs, alcohol and tobacco. They also heard from a panel of high school students who discussed substance abuse by teens. Additionally, Courageous Conversations for Parents was offered to our community. Twice per month, the superintendent emailed letters to parents including resources to support families when discussing diversity and inclusion with their children. In addition to the sessions noted above, the PTA hosted numerous parent education events to support the well-being of students . The titles presented this year were: - I'm not a Racist...am I? - Tech Talks - Attention and Focus Matter for Learning and Well-Being - Protecting our Youth Against Substance Abuse - Plasticity and the Growth Mindset
Metric/Indicator 8) Survey parents to inform decisions on social emotional and academic programs. **18-19**	8) Goal met - Goals of the 2018-2023 Strategic Plan include strategies that align with feedback from the survey administered in January 2018, including articulation of social emotional programs and extended learning opportunities for students meeting standard. Standards- based instruction and grading provides clearer expectations for students, and quality feedback that

Expected	Actual
8) Utilize 2017-18 survey results to inform decisions on social emotional and academic programs. **Baseline** 8) Parent surveys were discontinued a number of years ago for unknown reasons.	facilitates continued learning and progress. To address questions or concerns about how technology is used in school, a Teacher on Special Assignment (TOSA) created a video for parents that highlighted specific examples of how technology is used in our K-8 classrooms. Video tutorials and information to provide parents additional education on how to access and use the ALMA student grade book system will be provided to middle school parents next year. After receiving feedback from parents and teachers, middle school conferences week has been eliminated starting next year, so students will remain in school full days while elementary grades participate in conferences. Middle school parents who wish to meet with a teacher during the year may request a meeting, which is consistent with current practice.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Schools will collaborate to ensure classroom instruction includes the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to the Vision of the RUSD Student 2) Implement Common Sense Media instructional programs, and define which "digital citizenship" lessons will be taught at each grade level 3) Articulation of the citizenship programs offered at each site and assure that each includes an anti-bullying component that is taught	1) Goal met - In grades K-2, components of the Vision for the Reed Union Student were embedded into weekly Community Time assemblies. All students received 16 mindfulness lessons in the fall. In grades 3-5, The Vision is emphasized in the classroom, on the playground, and during weekly assemblies. Classes took turns hosting the Monday Morning Meeting and creating posters that highlight quality learner dispositions. Posters were then placed around school. During the daily student produced TV show, the principal acknowledged students demonstrating these attributes. In grades 6-8, grade	4000-4999: Books And Supplies Lottery $35,000	4000-4999: Books And Supplies Lottery $23,094

consistently, and purchase additional materials as needed

4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school

5) Expand resources for parents and work in partnership with PTA to provide parent education opportunities

6) Continue to implement diversity, inclusion and anti-bias professional development for staff and parents which fosters engagement of students in diversity and inclusion lessons and discussions.

level teachers met weekly to focus on consistent student experiences and expectations that develop components of the RUSD Vision of the RUSD Student.

2) Goal met - In grades K-5, digital citizenship lessons were taught by the Library Media Specialist in the fall. In grades 6-8, specific modules were taught to each grade level in their Advisory program in the 2nd and 3rd trimesters.

3) Goal met - In grades K-2, students learned Second Steps anti-bullying curriculum through classroom lessons in September and October. Additional support was found in the implementation of a Buddy Bench that empowers students to seek new friends and playmates during recess.

In grades 3-5, Second Step lessons were taught in each classroom in the 1st and 2nd trimesters. Additionally, all students were presented with the MOSAIC program through assemblies. Fourth grade students attended MOSAIC camp and then returned as program ambassadors to support students at school. Bel Aire Buddies actively sought students in need of a friend, and then facilitated friendships and activities on the playground.

In grades 6-8 teachers were able to access relevant Second Step

lessons to teach during Advisory periods. Sixth grade students were presented with the Start with Hello program from Sandy Hook Promise to incorporate into their Advisory class. Additionally, 7th graders participated in Soul Shoppe and 8th grade students in Challenge Day activities.

4) Goal met - principals collaborated with the school nurse and the director of student services to address chronic absenteeism issues. When appropriate the students received home and hospital services or other accommodations.

5) Goal met - Twice per month, the superintendent emails a letter to parents including resources to support parents and families.

The PTA hosted numerous parent education events to support the well-being of students. The titles of sessions presented this year were:
- I'm not a Racist...am I?
- Tech Talks
- Attention and Focus Matter for Learning and Well-Being
- Protecting our Youth Against Substance Abuse
- Plasticity and the Growth Mindset

6) Goal met - To engage parents in the same type of professional development our staff has

attended to further develop our social emotional programs, parents were invited to attend Courageous Conversations in October. Both certificated and classified staff members continued to attend 2-day Courageous Conversation training through the Marin County Office of Education.

In January all district staff were presented with a session by Epoch in Compassionate Dialogue. Teaching Tolerance documents such as Responding to Hate and Bias at School and Speak Up at School have guided the work we are engaging in now with plans to implement Teaching Tolerance Standards next year in the Strategic Plan. The diversity, inclusion and equity work has been spearheaded by the K-8 Diversity and Inclusion Committee comprised of certificated, classified and administrative employees.

Representative teachers and administrators, across all school sites, attended a 2-day professional development at the Museum of Tolerance titled Tools for Tolerance for Educators. This program was focused on understanding and implementing Social Justice Standards.

Our K-2 Diversity Team at Reed has taken the lead in providing on-going and embedded professional development in equity topics to their colleagues through

Wednesday early release time. Additionally, they have reviewed and updated best practices for implementation of the Kimochis program, in which all classified staff received additional training this year.

Diversity and inclusion is a cornerstone of the 3-5 grade MOSAIC program, with all 4th graders given the opportunity to attend and participate in the MOSAIC camp experience. To provide students with an opportunity to broaden their perspective locally and make a positive impact on others, a large number of students have volunteered to engage in the Children 4 Change program that meets during lunch recess, and planned activities often include the entire family on weekends.

Analysis

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

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

Most goals, actions and services were met in all areas. Students continued learning skills in robust social emotional programs, expansion of MOSAIC camp to all 4th grade students, deepening of our equity work, and plans for implementing Social Justice Standards at all grade levels has been significant. Parent education programs were successful and highly attend at our school sites as well as those provided by our PTA partner. Staff training in diversity and inclusion has expanded greatly, and the Diversity and Inclusion Committee has taken great strides in providing consistent professional development at sites on a consistent basis.

Another area of improvement was student suspension rate, which decreased to 1.26% from 2.4% last year.

The unrealistic goal of reducing absences by 1% was not met, however has improved by .79% over the last year, and 1.47% over the past two years. Our efforts of sending notices to parents of students truant or chronically absent; letters noting the importance of school attendance; and involving district-wide Strategic Planning Collaborative members to make recommendations for improving attendance have all helped to reduce our absences. However, chronic absenteeism increased over last year. With 6.5% of students chronically absent last year; the current year rate is 8.1%. By school, the rates for 2018-19 were 7.7% at Reed, 8.6% at Bel Aire, and 8.1% at Del Mar based on their total enrollment numbers.

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

As noted in the section above most actions and services were achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

We did not make any changes to this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

REED STAKEHOLDER ENGAGEMENT

8/22/2018: New Families Meet and Greet

8/24/2018: New Families Orientation/Welcome and Overview

9/6/2018: Volunteer Sign Up

9/9/2018: New Families Community Social

9/13/2018: Back to School Night and School Overview

9/27/2018: Reed Towntastic Family Night

10/23/18: 1st grade Parent talk provided by psychologist

10/24/18: Kindergarten Parent Talk provided by psychologist

10/25/18: 2nd Grade Parent talk provided by psychologist

11/1/2018: Strategic Planning Collaborative #1 (LCAP advisory committee)

11/5-9/2018: Parent Teacher Conferences

11/20/2018: Kindergarten 5 Senses Fair

11/27/2018: 1st Grade STEAM Try It Truck Event

12/1/2018: Tiburon Tree Lighting Family Event

1/9/2018: RUSD Strategic Planning Meeting at Reed

1/23-25/2019: Kindergarten Registration

2/8/2019: Kindergarten Music Performance

2/28/2019: Strategic Planning Collaborative #2 (LCAP advisory committee)

3/20/2019: 1st Grade Music Performance

3/25-29/2019: Reed Book Fair and Family Night

3/30/2019: Reed Community Partnership Garden Clean Up

4/11-12/2019: Reed Community Partnership Garden Restoration

5/1/2019: Kindergarten Safety Day

5/10/2019: 2nd Grade Music Performance

5/22/2019: 2nd Grade Parent Night: Transition to Bel Aire

6/6/2019: Strategic Planning Collaborative #3 (LCAP advisory committee)

6/13/2019: Field Day

PTA Meetings

9/4/2018

9/12/2018

10/10/2018

11/14/2018

12/12/2018

2/13/2019

3/14/2019

4/17/2019

Board Presentations

12/11/2019 Curriculum Guide for Parents: Trimester at a Glance

2/12/2019 2nd Grade Enrichment Clubs

BEL AIRE STAKEHOLDER ENGAGEMENT:

8/22/2018: New Families Meet and Greet

8/30/2018: Back to School Night and School Overview

8/31/2018: Volunteer Coffee/PTA

8/31/2018: New Families Orientation/Welcome and Overview

9/20/18: Walker Creek Parent Meeting

9/21/18: Library Volunteer Training

9/25/18: 3rd Grade Parent Meeting presented by psychologist

10/1/18-10/5/18: Spelling Bee

10/2/18: 4th Grade Parent Meeting presented by psychologist

10/9/18: 5th Grade Parent Meeting presented by psychologist

10/9/18: Fall Festival Celebration

10/25/18: Children 4 Change Parent Volunteer Meeting

10/31/018: Dia De Los Muertos Gallery Walk

11/1/2018: Strategic Planning Collaborative #1*

11/5-9/2018: Parent Teacher Conferences

3/20/19- 3/24/19: Spring Play - Musical

12/1/2018: Tiburon Tree Lighting Family Event

12/19/18: Holiday Concert

1/28/19-2/1/19: Geography Bee

2/28/19: Strategic Planning Collaborative #2 (LCAP advisory committee)

3/4/19: Family Life Parent Meeting

4/16/19: Giants Choir Meeting

4/24/19: Giants Choir Meeting

5/22/19: 2nd Grade Parent Night: Transition to Bel Aire

5/29/19: Spring Concert

6/6/19: Strategic Planning Collaborative #3 (LCAP advisory committee)

6/12/19: Field Day

Student Council Meetings:

10/1/18

10/8/18

10/15/18

10/29/18

11/19/18

12/3/18

1/14/19

2/4/19

3/8/19

3/29/19

4/15/19

4/29/19

5/10/19

Children for Change Meetings:

Students met every Wednesday during lunch period

PTA Meetings:

9/5/18

10/3/18

11/7/18

12/5/18

2/6/19

4/3/19

5/1/19

6/5/19

DEL MAR STAKEHOLDER ENGAGEMENT:

8/31/19: Principal Coffee Meeting

9/6/18: Back to School Night

10/12/18: 6th Grade Level Parent Information Meeting

10/15/18: 8th Grade Level Parent Information Meeting

10/19/18: Principal Coffee Meeting

10/25/18: 8th Grade Families - High School Presentation

10/29/18: 7th Grade Level Parent Information Meeting

11/518 - 11/9/18: Conference Week

11/1/18: Strategic Planning Collaborative Meetings (LCAP advisory committee)

12/12/18: Music Concert

2/28/19: Strategic Planning Collaborative Meetings (LCAP advisory committee)

3/19/19: Parent Ed - Being Adept

3/28/19: Open House

4/5/19: Principal Coffee Meeting

5/10/19: Principal Coffee Meeting

5/1/19 - 5/4/19 Spring Play - Musical

5/22/19: Music Concert

6/6/19: Strategic Planning Collaborative Meetings (LCAP advisory committee)

6/12/19: 8th Grade Promotion

Teaching Equity and Acceptance Club (TEA):

Students met every Friday during lunch period

Leadership Class Elective:

Students met four times per week to plan school wide activities such as Character Day, No One Eats Alone, etc.

Principal's Student Advisory Council Meetings:

10/18/18

11/15/18

1/24/19

Student Gay-Straight Alliance Meetings:

Students met every Monday during lunch from January - June, 2019

School Board Presentations:

November - Standards Based Grading Updates

March - Conference Week and Report Card Changes

April - Replacement of Student Laptops with iPads

PTA Meetings:

9/13/18

10/11/18

11/8/18

12/13/18

1/10/19

2/14/19

3/14/19

4/18/19

5/9/19

DISTRICT STAKEHOLDER ENGAGEMENT:
- Parent Education & Events
- District-wide Strategic Planning Collaborative: 2/28/19 topic - Chronic Absenteeism
- Strategic Plan (2018-2023) Stakeholder meetings: Strategic Planning Collaborative Teams 11/1/18; Community Members 11/27/18; Del Mar students (Principal's Advisory Committee) 12/15/18; Bel Aire staff 12/5/18; Del Mar staff 12/19/18; Reed staff 1/9/19; PTA and Foundation Boards 1/16/19

° District employees (including Association leadership), Strategic Planning Committee members and parents provided input on the LCAP goals throughout the year

° LCAP Stakeholder Meeting to review and provide input on the accomplishment of goals and review of new goals 5/16/19

SUPERINTENDENT STAKEHOLDER ENGAGEMENT:
- District PTA Meetings: 9/26/18, 10/17/18, 12/19/18, 3/20/19, 4/17/19, 5/15/19
- District Foundation for Reed Schools Meetings: 11/13/18, 3/19/19
- Community Focused Strategic Planning 3/19/19, 4/24/19
- Scholar's Circle: 10/28/18, 5/29/19
- Parent Coffee Chats: 10/4/8, 1/25/19

*NOTE: Strategic Planning Collaboratives included English Learner and students with disabilities representatives. Superintendent letter to parents on 9/19/18 asked for parent representatives who are multi-lingual, have multi-ethnic or diverse socio-economic, backgrounds, or represent children with varied learning needs to be members of the Strategic Planning Collaborative (LCAP advisory committee).

Impact on LCAP and Annual Update

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

Input from stakeholder groups guided goals including:
- Improve chronic absenteeism (Section: Goal 2, Annual Outcomes #3)
- District-wide diversity and inclusion focus and training (Section: Goal 2, Actions and Services #6)
- Parent survey data used to guide the new Strategic Plan Goals (Section: Goal 2 Annual Outcomes #8)
- Improved intervention programs for students (Section: Greatest Need, and Increased or Improved Services)
- Professional development and embedded coaching focus areas (Section: Goal 1, Math #1, #2 and #6; ELA #3)

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

Increase student achievement so that all students are proficient or advanced in grade level standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

ELA curriculum review and adoption, with professional development to increase achievement for all students. Designated strategies and materials for EL and socioeconomically disadvantaged students.

Continue math and ELA/ELD professional development and coaching.

Maintain high levels of performance for all students in science through increased exposure to STEM labs.

Ensure all students have access to a broad course of study including music, arts and health

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MATH:	MATH:	MATH:	MATH:	MATH:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard 2) 85% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics 3) 80% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks as measured in the second trimester 4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring	1) 83% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments. 2) 94% of students in grades K-5 score at least a 2 or better in the second trimester on performance tasks in mathematics 3) 76% of students in grades 6-8 scored 80% or better on curriculum embedded math performance tasks as measured in the second trimester 4) EL students maintained very high status in math as indicated on the Dashboard	1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard 2) 85% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics 3) Current year piloted and adopted math program no longer includes an embedded performance task. This goal is discontinued. 4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring	1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard 2) 86% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics 3) Adopted math program no longer includes an embedded performance task. This goal is discontinued. 4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring	1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard 2) 87% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics 3) Adopted math program no longer includes an embedded performance task. This goal is discontinued. 4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA: 1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard 2) 89% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester 3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring	ELA: 1) 86% of students in grades 3-8 continued to maintain or increase performance in ELA as measured on Smarter Balanced assessments as indicated by the Dashboard. 2) 88% of students received a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester. 3) Grade 3-5 EL students declined significantly to medium status (-2.9 from level 3), while grades 6-8 remained at high status (27.6 from level 3).	ELA: 1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard 2) 89% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester 3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring	ELA: 1) 87% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard 2) 90% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester 3) 55% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring	ELA: 1) 88% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard 2) 91% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester 3) 60% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring
SCIENCE: 1) 85% or more of students in grades 5 and	SCIENCE: 1) 94% of students in grades 5 and 7	SCIENCE: 1) 85% or more of students in grades 5 and	SCIENCE: 1) 85% or more of students in grades 5 and	SCIENCE: 1) 86% or more of students in grades 5 and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
8 will continue to maintain or increase performance on the new California Standards Test (CAST) 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST) 4) 100% of students will participate in health lessons embedded into science and PE curriculum	continued to score proficient or advanced on the California Standards Test 2) No grading rubrics in place for 5th grade science 3) New data set to be established in current year. 4) New health and sciences goal	8 will continue to maintain or increase performance on the California Standards Test (CAST) 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST) 4) All students will participate in health lessons embedded into science and PE curriculum	8 will continue to maintain or increase performance on the California Standards Test (CAST) as measured by pilot year results 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST) as measured by pilot year results 4) All students will participate in health lessons embedded into science and PE curriculum	8 will continue to maintain or increase performance on the California Standards Test (CAST) 2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester 3) 76% of EL students will maintain or increase performance on the new California Standards Test (CAST) 4) All students will participate in health lessons embedded into science and PE curriculum
Maintain schedules that provide evidence of student access to music, art and PE lessons or courses	School schedules provide evidence of access to music, art and PE courses	Maintain schedules that provide evidence of student access to music, art and PE lessons or courses	Maintain schedules that provide evidence of student access to music, art and PE lessons or courses	Maintain schedules that provide evidence of student access to music, art and PE lessons or courses
All students and teachers will have	New library media center goal	All students and teachers will have	All students and teachers will utilize the	All students and teachers will regularly

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
access to library media center to support cross curricular learning and instruction		access to library media center to support cross curricular learning and instruction	library media center to support cross curricular learning and instruction and technology integrated projects	utilize the library media center to support cross curricular learning and instruction and technology integrated projects
Maintain 15% of EL students will be reclassified by spring as measured by the CELDT	36% of EL students were reclassified by spring 2017 as measured by the CELDT.	Maintain 15% of EL students will be reclassified by spring as measured by the CELDT	Maintain 15% of EL students will be reclassified by spring as measured by the CELDT/ELPAC	Maintain 15% of EL students will be reclassified by spring as measured by the CELDT/ELPAC
Maintain appropriately credentialed teachers as measured by mis-assignment rate	2016-17 there were 3 teacher mis-assignments	Review reasons for mis-assignments i.e. shortage of teachers or gaining additional credentials	Minimize teacher mis-assignments as much as possible given the dearth of qualified candidates in the state	Minimize teacher mis-assignments as much as possible given the dearth of qualified candidates in the state
Review of professional development for pilot or adoption of curriculum in math, ELA and science	Adoption of K-5 Eureka math, and pilot of 6-8 Illustrative Mathematics/Big Ideas Algebra, and Benchmark Advance K-5 ELA curriculums	Implement and review two new pilot programs with embedded professional development, and NGSS professional development	Review and possibly pilot new 6-8 grade ELA program. Pilot science curriculum if recommended by committee or school teams	Continue ongoing professional development to support ELA, math and science implementations
Standards aligned report card to measure achievement of a broad course of study for all students. Subjects include core, music, art and PE	3-5 grade report card has been updated. K-2 and 6-8 will consider modifications	Transfer all report cards to ALMA from outdated platforms	K-5 report card will be reviewed and modified, as needed, to continue to clearly articulate student achievement and accomplishment of the Vision of the Reed Union Student objectives	6-8 grade report card will be modified as appropriate to clearly articulate student achievement and accomplishment of the Vision of the Reed Union Student objectives

Planned Actions / Services

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

Action 1

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

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

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

| All | All Schools |

OR

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

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

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| New Action Modified Action | Modified Action | Modified Action |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| In all academic areas, provide additional support and intervention for EL, low socioeconomic, and foster students through the direction of the EL support provider, classroom aides, online personalized programs, the Intervention Specialist, strategies electives, response to instruction and intervention programs and classroom teachers

MATH: | In all academic areas, provide additional support and intervention for EL, socioeconomic disadvantaged, and foster students through the direction of the classroom teachers, instructional aides, online personalized programs, the Intervention Specialist, strategies electives, and response to instruction and intervention programs

MATH: | MATH:
1) Grade 6-8 teachers and administrators will collaborate to ensure instructional consistency and rigor for all students

2) Monitor consistent apps used at each grade level to provide additional personalized learning opportunities for students. |

1) Grade 6-8 teachers and administrators recommend a program for adoption after piloting curriculum

2) Coordinate apps used at each grade level to provide additional personalized learning opportunities for students.

3) TOSAs support of research and development of effective programs, plan with grade level teams, provide demonstration lessons, coach and support integrated technology in the classroom

4) Improve student learning by providing ongoing, sustainable, and embedded professional development and building capacity in teacher leaders in using best instructional practices including CGI (Cognitively Guided Instruction); coach new teachers

5) Multiple measures will be utilized to assess student progress throughout the year and data recorded on LMS (learning management system) to guide instruction to meet student needs for remediation and additional challenge.

6) School teams will review and pilot norm referenced benchmark assessments

ELA:
1) School teams review new curriculum to be considered for future adoption

2) Multiple measures will be utilized to assess student progress throughout the

1) Grade 6-8 teachers receive embedded professional development and collaboration time to implement newly adopted curriculum

2) Facilitate professional development in consistent apps used at each grade level to provide additional personalized learning opportunities for students.

3) TOSAs increase support of research and development of effective programs, facilitate leveled professional development and coaching, and support integrated technology in the classroom

4) Use data to analyze student achievement using multiple measures to support teachers in meeting the needs of all students; and provide coaching to new teachers

5) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will regularly review data

6) School teams will receive professional development and support in utilizing norm referenced assessment data

ELA:
1) School teams recommend ELA curriculum for adoption and receive embedded professional development

3) TOSAs support all teachers in leveled professional development coaching, planning and demonstrations in all content areas with specific focus on STEM

4) Improve student learning by providing ongoing, sustainable, and embedded professional development and building capacity in teacher leaders to analyze data and provide on-going support of new teachers

5) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will use the data to plan lessons and assessments

6) School teams will utilize norm-referenced benchmark assessment data to collaborate in PLCs to provide targeted support for students.

ELA:
1) School teams will fully implement curriculum adoption

2) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will regularly review data.

year and data recorded on LMS (learning management system) to guide instruction to meet student needs for remediation and additional challenge

3) School teams will review and pilot norm referenced benchmark assessments

4) School teams will continue to refine writing rubrics.

SCIENCE
1) School teams review NGSS standards and refine units of instruction based on new standard guidelines

2) School teams will develop performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning

3) Provide additional support and intervention for EL students through the direction of the EL support provider, classroom aides, online personalized programs, the Intervention Specialist at the elementary schools and classroom teachers.

2) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will regularly review data.

3) School teams will receive professional development and support in utilizing norm referenced assessment data

4) School teams will consistently use grade level content area writing rubrics.

SCIENCE
1) School teams review science curriculum for future adoption

2) School teams will implement performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning

3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists

3) School teams will utilize norm-referenced benchmark assessment data to collaborate in PLCs to provide targeted support for students.

4) School teams will engage in inter-rater reliability professional development.

SCIENCE
1) School teams recommend science curriculum for adoption

2) School teams will implement performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning and measure achievement on consistent rubrics

3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$664,395	$670,183	$5,894,657
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$186,031	$187,651	$505,542
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount	$150,000	$150,000	$2,530,203
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits

Action 2

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

OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

		Modified Action
		In all academic areas, provide additional support and intervention for EL, socioeconomic disadvantaged, and foster students through the direction of the

		classroom teachers, instructional aides, online personalized programs, the Intervention Specialist, strategies electives, and response to instruction and intervention programs (previously in Action 1 in prior year LCAP).

Budgeted Expenditures

Amount		$683,587
Source		LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries
Amount		$191,404
Source		LCFF
Budget Reference		3000-3999: Employee Benefits
Amount		$150,000
Source		LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

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

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

Modified Goal

Goal 2

Collaborate with parents to create a safe & supportive school environment that fosters teaching and learning, and provides a climate and culture for students to set positive goals and make responsible choices

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

1) Provide consistent bully prevention and intervention practices and protocols at each school.
2) Teachers will provide bully prevention and intervention lessons to students using Second Steps, Common Sense Media and other curriculum sources.
3) Provide diversity, inclusion, and anti bias professional development for all staff, including parent education
4) Teachers will engage students in diversity and inclusion lessons and discussions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) The existence of an articulated Common Sense Media "digital citizenship" guide, and Second Steps	1) Digital Citizenship (Common Sense Media) program was purchased and professional	1) Consistent grade level Common Sense Media "digital citizenship" and Second Steps lessons that are	1) Schedule indicating Common Sense Media "digital citizenship", Second Steps lessons	1) Continue deep implementation of Common Sense Media "digital citizenship", Second Steps lessons

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
curriculum that specifies the lessons that will be taught at each grade level K-8	development was provided to teachers.	taught at each grade level K-8	taught at each grade level K-8	taught at each grade level K-8
2) Attendance rates will improve by 1% from March to March of each year	2) Attendance rates increased from 95.56% in 2016 to 95.82% in 2017, which only indicates .26% improvement. Although grades 3-8 demonstrate a slight improvement, K-2 exhibited a minor decease. Overall achieving nearly 96% attendance rate demonstrates that most students regularly attend school.	2) Attendance rates will improve by 1% from March to March of each year	2) Attendance rates will be maintained at 96% or higher as measured by P-2 attendance data	2) Attendance rates will be maintained at 96% or higher as measured by P-2 attendance data
3) Chronic absenteeism will be reduced by 2% from March to March of each year. 4) Parent letters will be sent and SART meetings held for students chronically absent.	3) Chronic absenteeism increased to 7.9% in 2017 as compared to 6% in 2016. 4) New letters and processes were developed in 2016-17 to be fully implemented in 2017-18.	3) Chronic absenteeism will be reduced by 2% from March to March of each year. 4) Parent letters will be sent and SART meetings held for students chronically absent.	3) Chronic absenteeism will be reduced by 1% as measured by P-2 attendance data 4) Parent letters will be sent and SART meetings held for students chronically absent.	3) Chronic absenteeism will be reduced by 1% as measured by P-2 attendance data 4) Parent letters will be sent and SART meetings held for students chronically absent.
5) Maintain a zero dropout rate at the Middle School.	4) There have been no students who have dropped out at the Middle School.	5) Maintain a zero dropout rate at the Middle School.	5) Maintain a zero dropout rate at the Middle School.	5) Maintain a zero dropout rate at the Middle School.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6) Maintain 1% or less suspension rate, and 0% expulsion rate.	6) A year by year analysis indicates that on a target date of March 31, 2016 the suspension rate was 1.13%. Using this same date in March 31, 2017 there has been an increased suspension rate to 1.54%. Expulsion rate is 0%.	6) Maintain 1% or less suspension rate, and 0% expulsion rate.	6) Maintain 3% or less suspension rate, and 0% expulsion rate.	6) Maintain 2% or less suspension rate, and 0% expulsion rate.
7) Parents education in student social emotional health education as measured by sign-in rosters.	7) Parents attended parent education on bully prevention/intervention, cyber safety, and various other topics during the year.	7) 40 parents will attend student social emotional health education as measured by sign-in rosters.	7) 60 parents will attend student social emotional health education as measured by sign-in rosters.	7) 90 parents will attend student social emotional health education as measured by sign-in rosters.
8) Survey parents to inform decisions on social emotional and academic programs.	8) Parent surveys were discontinued a number of years ago for unknown reasons.	8) Annually survey parents to inform decisions on social emotional and academic programs.	8) Utilize 2017-18 survey results to inform decisions on social emotional and academic programs.	8) Survey parents to inform decisions on social emotional and academic programs.

Planned Actions / Services

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

Action 1

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

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

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

All		All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1) Classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to the Vision of the RUSD graduate 2) Review Common Sense Media instructional programs, and define which "digital citizenship" lessons will be taught at each grade level 3) Articulation of the citizenship programs offered at each site and assure that each includes an anti-bullying component, and purchase additional materials as needed	1) Schools will collaborate to ensure classroom instruction includes the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to the Vision of the RUSD Student 2) Implement Common Sense Media instructional programs, and define which "digital citizenship" lessons will be taught at each grade level 3) Articulation of the citizenship programs offered at each site and assure that each includes an anti-bullying component that is taught consistently, and purchase additional materials as needed	1) Articulated K-8 classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to the Vision of the RUSD Student 2) Collaborate across grade levels to implement Common Sense Media instructional programs, and define which "digital citizenship" lessons will be taught at each grade level 3) Full implementation of the citizenship programs offered at each site and assure that each includes an anti-bullying component, and purchase additional materials as needed

4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school

5) Post resources for parents and work in partnership with PTA to provide parent education opportunities

6) Explore diversity, inclusion and anti bias professional development for staff and parents which fosters engaging students in diversity and inclusion lessons and discussions.

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4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school

5) Expand resources for parents and work in partnership with PTA to provide parent education opportunities

6) Continue to implement diversity, inclusion and anti-bias professional development for staff and parents which fosters engagement of students in diversity and inclusion lessons and discussions.

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4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school

5) Regularly evaluate resources for parents and work in partnership with PTA to provide parent education opportunities

6) Ensure all schools engage students in diversity and inclusion lessons and discussions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$35,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$135,067.00	1.25%

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

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

As a result of Reed Union School District's 3.4% unduplicated count for Low Income, English Learners, and Foster Youth, the estimated 2019-20 total supplemental allocation from local resources is $135,067.00. These funds will continue to be utilized to increase or improve services to the neediest students who are identified as Low Income, English Learner, and/or Foster Youth. Services to include the following:

- Continue to provide personalized learning programs by appropriate intervention and support.
- Continue to provide highly qualified teachers to facilitate additional intervention and support.
- Continue to fund 2.0 FTEs intervention and reading specialists, which improved services to English Language students, utilizing designated intervention supports.
- We discovered that this approach meets the needs of our unduplicated student population based on data collected from past practice.
- In addition to 2.0 FTE specialists, Reed Union School District employs 0.25% FTEs dedicated to support English Language Learners, which is equal to a 2.25% increase far exceeding the 1.20% required.
- The Reed Union School District's combined workforce is as follows: Core teaching professionals, 91.0 Full-Time Equivalents (FTE), 2.0 FTEs specialists, and 0.25 FTEs dedicated to support English Language Learners.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$137,865.00	1.26%

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

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

As a result of Reed Union School District's 4.0% unduplicated count for Low Income, English Learners, and Foster Youth, the estimated 2018-19 total supplemental allocation from local resources is $137,865. These funds will continue to be utilized to increase or improve services to the neediest students who are identified as Low Income, English Learner, and/or Foster Youth. Services to include the following:

- Continue to provide personalized learning programs by appropriate intervention and support.
- Continue to provide highly qualified teachers to facilitate additional intervention and support.
- Continue to fund 2.0 FTEs dedicated to fully support English Language Learner pupils.
- We discovered that this approach meets the needs of our unduplicated student population based on data collected from past practice.
- Reed Union School District employs 2.0 Certificated FTEs dedicated to fully support English Language Learners, in addition to its workforce of core teaching professional, 91.0 Full Time Equivalents (FTE).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$115,158	1.05%

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

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

EL and socioeconomic disadvantaged Reed Union School District students continue to receive personalized learning programs through the use of supplemental funds determined through the computation off the Local Control Funding Formula. The ELD and classroom teachers continue to support students and instructional aides in providing appropriate intervention and support.

ELL and Low socio-economic Reed Union School District students are supported by highly qualified teachers who provide additional intervention and support. RUSD students receive individualized instruction to promote learning in all subject areas. These services are supported through funds attributed to the Local Control Funding Formula calculation.

The Reed Union School District's core teaching workforce is 91.0 Full Time Equivalents (FTEs). In addition, the District has 2.0 FTEs dedicated to fully support English Language Learner pupils.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,042,834.00	995,774.00	1,035,426.00	1,042,834.00	9,990,393.00	12,068,653.00
LCFF	1,007,834.00	972,680.00	1,000,426.00	1,007,834.00	9,955,393.00	11,963,653.00
Lottery	35,000.00	23,094.00	35,000.00	35,000.00	35,000.00	105,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,042,834.00	995,774.00	1,035,426.00	1,042,834.00	9,990,393.00	12,068,653.00
1000-1999: Certificated Personnel Salaries	670,183.00	848,825.00	664,395.00	670,183.00	6,578,244.00	7,912,822.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	505,542.00	505,542.00
3000-3999: Employee Benefits	187,651.00	0.00	186,031.00	187,651.00	2,721,607.00	3,095,289.00
4000-4999: Books And Supplies	35,000.00	23,094.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	150,000.00	123,855.00	150,000.00	150,000.00	150,000.00	450,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,042,834.00	995,774.00	1,035,426.00	1,042,834.00	9,990,393.00	12,068,653.00
1000-1999: Certificated Personnel Salaries	LCFF	670,183.00	848,825.00	664,395.00	670,183.00	6,578,244.00	7,912,822.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	505,542.00	505,542.00
3000-3999: Employee Benefits	LCFF	187,651.00	0.00	186,031.00	187,651.00	2,721,607.00	3,095,289.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	35,000.00	23,094.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	150,000.00	123,855.00	150,000.00	150,000.00	150,000.00	450,000.00

Table title: Total Expenditures by Object Type and Funding Source

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	1,007,834.00	972,680.00	1,000,426.00	1,007,834.00	9,955,393.00	11,963,653.00
Goal 2	35,000.00	23,094.00	35,000.00	35,000.00	35,000.00	105,000.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	1,007,834.00	972,680.00	1,000,426.00	1,007,834.00	1,024,991.00
LCFF	1,007,834.00	972,680.00	1,000,426.00	1,007,834.00	1,024,991.00
Lottery	0.00	0.00	0.00	0.00	0.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					8,965,402.00
LCFF	0.00	0.00	0.00	0.00	8,930,402.00
Lottery	0.00	0.00	0.00	0.00	35,000.00