

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)

[LCFF Evaluation Rubrics](#): 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

Reed Union School District

Contact Name and Title

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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 is 1,452 students. The District is declining in enrollment at the elementary schools, partially due to the high cost of housing in the community. Approximately 3.5% of students are designated as socio-economically disadvantaged. The most numerically significant ethnic population in the district is white, with other designations including 7% Asian, 5% Hispanic, and 3% 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 3-8
- 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 with supporting data. Modified and new goals comprise specific measurable outcomes supported by targeted actions and services.

Goals have been modified from the prior year to facilitate coherence and use metrics that are more accessible and meaningful.

Stakeholder input has facilitated goals including:

- Math adoption at elementary grades and selecting a new math pilot program for middle school
- District wide diversity and inclusion training and focus for staff, students and families
- Hiring additional TOSA to support teachers in standards implementation and provide on-going embedded coaching
- Pilot of ELA curriculum at elementary grades
- Inclusion of library media centers to support cross curricular learning and instruction
- Annual parent surveys

Review of Performance

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

Greatest Progress

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 local indicators or Smarter Balanced Assessments.

Areas of greatest progress include:

- English Learner Progress Indicator Report on the Dashboard shows districtwide very high status of 96.4%
- Pilot and implementation of MAP in elementary grades, where teachers are using the data to identify students for interventions, learning sprints, and extensions to provide continued learning opportunities
- Pilot and adoption of consistent ELA and math curriculums that are taught with fidelity that include embedded and supplementary supports for EL and socioeconomically disadvantaged students
- Districtwide focus on the achievement gap of boys in ELA

- Intermediate grades Intervention Specialist program to include math in addition to the historic reading support
- Strategies and Advisory classes are working toward more consistency in program and expectations
- Ongoing professional development in Diversity and Inclusion and Mindfulness; K-2 grade PLCs focus on instructional practices in all content areas, CGI, and teacher leader coaching; PLCs, High Impact Teaching and Learning and Learning Sprints in grades 3-5; and History/Social Science Frameworks, math curriculum and consistent grading practices professional development in grades 6-8
- 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
- Developed and launched K-5 Standards Based Report Cards
- All report cards converted to the ALMA system to provide consistent reports to parents to report student learning
- Some middle school departments beginning to utilize standards based grading practices

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

Greatest Needs

Review of Spring 2017 SBAC data showed that our largest achievement gap was for boys in ELA, who were significantly lower than girls, especially in intermediate grade levels. As a results of this and to improve overall achievement in ELA, we piloted Benchmark Advance ELA curriculum materials in grades K-5, and are utilizing norm referenced benchmark assessments that measure growth over time.

Overall, SBAC scores fell in grades 3-5 in ELA, and declined significantly in math in 3rd grade. Students with Disabilities declined in grades 3-5 in both ELA (low status and declined significantly by 17.1 points) and math (low status and declined significantly by 24.5 points) as measured by the Dashboard per Spring 2017 SBAC scores. The Director of Special Programs and school principals have been working with their teams to provide additional programs and resources to better meet the needs of students, as well as ensure that appropriate rigor is expected of students when working toward IEP goals. Instructional aides have received additional training to support students in math and ELA.

Additionally, the intervention program for intermediate grades was revamped to now include mathematics support. Focused training for instructional assistants who provide 1:1 or small group reinforcement to students was implemented. Math interventions and Reading Rockets at primary grades continue to be refined to meet the needs of students. In middle grades, additional focus has been placed on Advisory and Strategies classes to provide consistent programs and rigor.

The Dashboard indicates that Suspension Rate is an area of needed improvement. The Dashboard data presents a skewed reality, in that groups identified as increasing significantly, may only

represent 1 student. For example, English Learners (42) are designated with Medium Status of 2.4%, indicating a change of "increased significantly" by 2.4%. This percentage represents 1 student. Students with Disabilities (107) are designated with a High Status of 3.7% (4 students), indicating a change of "increased significantly" by 2.7% (less than 3 students). Hispanic students (68) are designated with a Medium Status of 2.9%, indicating a change of "increased significantly" by 2.9%. This percentage represents 2 students.

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

Performance Gaps

During the current year, ELA was the main focus in elementary grades based on data gained from the Spring 2017 SBAC. More boys did not meet standard as compared to girls as demonstrated on the table below.

Students with Disabilities scores fell in grades 3-5, as has been addressed in the Greatest Needs section of this document.

The District has implemented the following steps to address these performance gaps:

- Piloting and adopting consistent ELA and math programs that include embedded supports for English learners and students with disabilities
- Strategies and Advisory classes are being revised to provide consistent programs and supports for students
- MAP data utilized in elementary grades to identify areas of intervention; learning app program data is used by middle grades to identify standards needing further reinforcement
- TOSA support in research and curating strategies to best engage boys in ELA
- Teacher awareness of the achievement gap and working in PLCs to address the needs of boys

Percentage of Students Not Meeting Standards 2016-2017				
	Reading	Writing	Listening	Research
8th Grade Males	13.41%	8.54%	9.76%	9.76%
8th Grade Females	6.85%	0.00%	1.37%	1.37%
7th Grade Males	6.32%	3.16%	3.16%	6.32%
7th Grade Females	5.88%	1.96%	1.96%	0.98%
6th Grade Males	4.82%	4.82%	1.20%	3.61%
6th Grade Females	1.22%	2.44%	1.22%	1.22%
5th Grade Males	12.75%	7.84%	10.78%	13.73%
5th Grade Females	4.81%	5.77%	3.85%	5.77%
4th Grade Males	9.89%	8.79%	15.38%	13.19%
4th Grade Females	3.45%	2.30%	3.45%	2.30%
3rd Grade Males	19.10%	12.64%	3.37%	14.61%
3rd Grade Females	8.75%	10.13%	5.00%	6.25%

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Refer to Review of Performance Gaps and Greatest Needs sections of the document for specific improved services. One example from the sections includes:

An ELA curriculum pilot and professional development in materials and the implementation of best instructional practices will be implemented to increase achievement for all students. Additional support and embedded coaching will be provided by TOSAs. Professional development and materials to address designated instruction for EL students and supports for students with disabilities, and foster youth will be implemented. Services will be supplemented by the Intervention and Reading Specialists; strategies electives teachers; and Library Specialists who select materials aligned with the curriculum, interest and reading levels of students. Each library focuses on creating life-long readers and learners.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$24,333,766

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$1,042,834.00

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

The General Fund Budget Expenditures for LCAP Year of \$24,333,766 will fund basic services, implementation of the Common Core State Standards, course access, student achievement, parental involvement, student engagement, school climate, and other student outcomes.

The 2018-19 Budget also includes allocations not identified within the LCAP actions/services. The items below are allocations in the 2018-19 Budget not identified within the LCAP actions/services:

Not Included in LCAP

Budgeted Amounts

Technology Replacement Contracts

174,925.00

Transportation JPA Contribution

15,000.00

CalSTRS On-Behalf

852,909.00

1,042,834.00

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$16,274,858

Annual Update

LCAP Year Reviewed: 2017-18

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	Actual
<p>Metric/Indicator 100% of students have access to textbooks and materials. All teachers are current for their assignments.</p> <p>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</p> <p>17-18 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 to 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</p>	<p>100% of students have access to textbooks and materials. All teachers are current for their assignments.</p> <p>MATH: 1) Goal not met - 83% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments administered in Spring 2017. This level of achievement remained constant to Spring 2016. 2) Goal met - 94% of K-2 grade students scored 2 or better in the second trimester on performance tasks in mathematics. 97% of 3-5 grade students scored 2 or better on the second trimester performance task. 3) Goal not measured. The pilot math program used in 2016-17 incorporated embedded performance tasks, where the current program being adopted does not. This goal will be discontinued next year. 4) Goal met - 85.7% of EL students maintained or increase performance in math as measured on Smarter Balanced math assessments administered in the Spring. Dashboard indicates high level with 19.9 points above 3 (declined 20.9 points).</p>

Expected	Actual
<p>Baseline MATH:</p> <ol style="list-style-type: none"> 1) 83% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments. 2) 93.5% 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 administered as measured in the second trimester 4) EL students maintained very high status in math as indicated on the Dashboard 	
<p>Metric/Indicator ELA:</p> <ol style="list-style-type: none"> 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 <p>17-18 ELA:</p> <ol style="list-style-type: none"> 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 	<p>ELA:</p> <ol style="list-style-type: none"> 1) Goal met - 89% 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 2) Goal met - 94% of K-2 grade 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. 97% of 3-5 grade students, and 95% of 6-8 grade students also met the goal. 3) Goal met - 100% of EL students increased performance in ELA as measured on Smarter Balanced math assessments administered in the Spring. Dashboard indicates medium level with 9.3 points above 3 (maintained by increasing .3 points).

Expected	Actual
<p>Baseline</p> <p>ELA:</p> <ol style="list-style-type: none"> 1) 85% of students in grades 3-8 achieved mastery in ELA on Smarter Balanced math assessments administered in Spring 2016. 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). 	
<p>Metric/Indicator</p> <p>SCIENCE:</p> <ol style="list-style-type: none"> 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 <p>17-18</p> <p>SCIENCE:</p> <ol style="list-style-type: none"> 1) 85% or more of students in grades 5 and 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) 100% of students will participation in health lessons embedded into science and PE curriculum 	<p>SCIENCE:</p> <ol style="list-style-type: none"> 1) Goal not measured, as data will not be available until 2018-19 administration 2) Goal met - 88% of students scored at proficient on a common grade level rubric for one lesson/activity per trimester 3) Goal not measured, as data will not be available until 2018-19 administration 4) Goal met - 100% of students participated in health lessons embedded into science and PE curriculum

Expected	Actual
<p>Baseline SCIENCE: 1) 94% of students in grades 5 and 7 continued to score proficient or advanced on the California Standards Test</p> <p>2) No grading rubrics in place for 5th grade science</p> <p>3) New data set to be established in current year.</p> <p>4) New health and sciences goal</p>	
<p>Metric/Indicator Maintain schedules that provide evidence of student access to music, art and PE lessons or courses</p> <p>17-18 Maintain schedules that provide evidence of student access to music, art and PE lessons or courses</p> <p>Baseline School schedules provide evidence of access to music, art and PE courses</p>	<p>Goal met - Maintained schedules that provide evidence of student access to music, art and PE lessons or courses</p>
<p>Metric/Indicator All students and teachers will have access to library media center to support cross curricular learning and instruction</p> <p>17-18 All students and teachers will have access to library media center to support cross curricular learning and instruction</p> <p>Baseline New library media center goal</p>	<p>Goal met - All students and teachers will have access to library media center to support cross curricular learning and instruction</p>
<p>Metric/Indicator Maintain 15% of EL students will be reclassified by spring as measured by the CELDT</p> <p>17-18 Maintain 15% of EL students will be reclassified by spring as measured by the CELDT</p> <p>Baseline 36% of EL students were reclassified by spring 2017 as measured by the CELDT.</p>	<p>Goal met - 25% of EL students were reclassified by spring as measured by the CELDT to surpass the goal.</p>

Expected		Actual	
Metric/Indicator Maintain appropriately credentialed teachers as measured by mis-assignment rate		Goal met - Reduced mis-assignments to 1.2 FTE as teachers have earned units to qualify for Board Option to teach in a supplemental area.	
17-18 Review reasons for mis-assignments i.e. shortage of teachers or gaining additional credentials			
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		Goal met - K-5 Benchmark Advance ELA curriculum was piloted and is being recommended for adoption. 6-8 grade Illustrative Mathematics curriculum has been adopted. TOSA teachers have supported teachers in STEM lab lessons, and embedded professional development.	
17-18 Implement and review two new pilot programs with embedded professional development, and NGSS professional development			
Baseline Adoption of K-5 Eureka math, and pilot of 6-8 Illustrative Mathematics/Big Ideas Algebra, and Benchmark Advance K-5 ELA curriculums			
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		Goal met - all report cards have been updated and migrated to ALMA.	
17-18 Transfer all report cards to ALMA from outdated platforms			
Baseline 3-5 grade report card has been updated. K-2 and 6-8 will consider modifications			

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, low socioeconomic, and foster students through the	In all academic areas, provide additional support and intervention for EL, low socioeconomic, and foster students through the	1000-1999: Certificated Personnel Salaries LCFF \$664,395	1000-1999: Certificated Personnel Salaries LCFF \$718,037

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	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	3000-3999: Employee Benefits LCFF \$186,031	3000-3999: Employee Benefits LCFF \$201,050
<p>MATH:</p> <p>1) Grade 6-8 teachers and administrators recommend a program for adoption after piloting curriculum</p> <p>2) Coordinate apps used at each grade level to provide additional personalized learning opportunities for students.</p> <p>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</p> <p>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</p> <p>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</p>	<p>MATH:</p> <p>1) Goal met - Grade 6-8 teachers and administrators recommend the Illustrative Mathematics program for adoption after piloting curriculum</p> <p>2) Goal met - 100% of K-5 students utilize Dreambox, and 100% of 6-8 students utilize IXL math</p> <p>3) Goal met - Research and development of programs, interventions, collaboration in curriculum sequencing. Learning Lunch opportunities to learn new apps and technology skills, mentoring and demonstration lessons for new and experienced teachers, curriculum adoption and implementation process, support teachers with integrated technology lessons</p> <p>4) Goal met - Grades K-2 CGI and BTSA support; Grades 3-5 PLC and High Impact Teaching and Learning, Learning Sprints; Grades 6-8 TOSA support of new teachers, all teachers engaged in grading consistency; K-8 teachers participated in inspire and follow up sessions</p>	5000-5999: Services And Other Operating Expenditures LCFF \$150,000	5000-5999: Services And Other Operating Expenditures LCFF \$150,000

for remediation and additional challenge.	
6) School teams will review and pilot norm referenced benchmark assessments	5) Goal partially met - PLCs review assessment data on an on-going bases to inform lesson planning and interventions and extensions. Measures of Academic Progress (MAP) has been administered 3 times, to provide growth data for each student. SBAC, and common assessment data is reviewed by teams. Data has not been entered into the ALMA LMS system to date
ELA: 1) School teams review new curriculum to be considered for future adoption	6) Goal met - Measures of Academic Progress administered each trimester in reading and math
2) 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	ELA: 1) Goal met - K-5 have recommended Benchmark Advance for adoption. Grades 6-8 have not yet selected a pilot curriculum.
3) School teams will review and pilot norm referenced benchmark assessments	2) Goal partially met - MAP, curriculum embedded, formative, intervention and academic workshop and summative assessments in grades K-5. Grades 6-8 focus on alignment in subject matter assignments, expectations and grading practices, and MAP assessments. Data not yet entered into the ALMA LMS system.
4) School teams will continue to refine writing rubrics.	3) Goal met - Measures of Academic Progress administered each trimester. Professional development to learn how to effectively use data held on
SCIENCE 1) School teams review NGSS standards and refine units of instruction based on new standard guidelines	
2) 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	

<p>3) School teams will develop performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning</p>	<p>January 8, with follow up work in grade level teams.</p>
<p>4) 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.</p>	<p>4) Goal met - School teams refined writing rubrics specific to informational, opinion, and narrative genres.</p> <p>SCIENCE</p> <p>1) Goal met - 70% of K-5 and 100% of 6-8 school teams reviewed NGSS standards and refine units of instruction based on new standard guidelines. All K-5 classroom teachers, and 6-8 grade science teachers, attended NGSS training in the prior year.</p> <p>2) Goal partially met - Grades 3-8 utilized multiple measures in assessing student progress to determine needs for remediation and additional challenge. K-2 grade provides experiential lessons for students that are not assessed. Data was not recorded in the ALMA LMS system.</p> <p>3) Goal met - K-2 grade students participated in engineering lessons, and 70% of teachers piloted Mystery Science curriculum in their classrooms. Grade 3-5 students utilized Foss, Mosa Mack, and Mystery Science lessons. Students in grades 6-8 complete performances assessment tasks at the end of each trimester.</p> <p>4) Goal met - EL students were provided support through the EL teacher, classroom aides, online</p>

personalized programs, the Intervention & Reading Specialist at the elementary schools and classroom teachers.

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 goals and corresponding actions and services were significantly met or surpassed in the current year. The math goal pertaining to 85% of students in grades 3-8 achieving mastery in math on Smarter Balanced math assessments administered in Spring 2017 was not met, however stayed consistent with the previous year results of 83% meeting this goal. All other ELA goals were met at all grade levels.

Students benefited from engaging lessons in STEM labs by participating in numerous engineering lessons that facilitated critical thinking, creativity, problem solving, and perseverance.

Pilot and adoption of curricular materials in K-5 ELA and 6-8 mathematics were achieved, as well as piloting norm referenced benchmark assessments.

Goals pertaining to use of the Learning Management System (LMS) were only partially met since the primary focus during the current year was using the ALMA system for student information and report cards. Training in the LMS will begin in 2018-19.

Professional development goals were met by ongoing embedded professional development, support of TOSAs and grade level /whole school/ and district wide collaboration opportunities. District wide training in multiple content areas through Inspire and Map data analysis. Teacher representatives attended professional development in the History and Social Science Framework, High Impact Teaching and Learning, Learning Sprints, Teacher Leadership Coaching, Mindfulness, and consistent grading practices, to name a few.

Students benefited from targeted interventions, including programs facilitated by the Reading and Intervention Specialists at elementary grades. Focus on building structures and consistent scaffolds in middle school Advisory and Strategies classes has been initiated. TOSAs have provided training to 3-8 grade instructional aides to enhance skills to better support the needs of students they serve. This additional training was in part a result of the Spring 2017 Dashboard data indicating students with disabilities (71) were assigned a status of Low in both ELA and math, and declined in ELA by 8.9 points, and math declined by 21.4 points. Socioeconomically disadvantaged students (41) had a status of medium in both ELA and math, with ELA maintaining +2 points and

math declining by 3.1 points. English learners (38) ranked with a status of medium in ELA and maintained +2 points, and remained high in math.

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

The actions and services carried out during the current year were largely successful.

The continued focus on math and now piloting and adopting an ELA K-5 curriculum and 6-8 grade Illustrative Math adoption is anticipated to increase student achievement as measured by the Spring 2018 SBAC. Focus in PLCs and work targeted around MAP data results to establish interventions and extensions, high impact teaching strategies, and consistency in course requirements and grading practices have leveraged effectiveness in teaching and learning.

SBAC data (2017) as displayed on the Dashboard, indicates areas of growth as noted in the chart below.

2017 SBAC Dashboard Data				
Group	N	ELA Status/Change	N	Math Status/Change
All	1,055	Very High/Maintained -1 points	1,043	Very High/Declined 7.2 points
English Learners	38	Medium/Maintained +3 points	38	High/Declined Significantly 20.9 points
Socioeconomically Disadvantaged	41	Medium/Maintained +2 points	43	Medium/Declined 3.1 points
Students with Disabilities	71	Low/Declined 8.9 points	68	Low/Declined Significantly 21.4 points
Asian	78	Very High/Declined 4.3 points	78	Very High/Declined 8.3 points
Hispanic	27	High/Maintained -1.2 points	38	High/Declined Significantly 19.3 points
2 or more races	27	Very High/Increased 13.1 points	27	Very High/Increased Significantly 16.8 points
White	894	Very High/Maintained -1.4 points	884	Very High/Declined 8.1 points
Group	N	ELA Status/Change	N	Math Status/Change
3-5 Grade	543	Very High/Declined 11.3 points	542	Very High/Declined Significantly 17.1 points
All				
English Learners	24	Medium/Maintained +2.7 points	24	High/Declined Significantly 28.1 points
Socioeconomically Disadvantaged	24	Medium/Declined 8.5 points	24	Medium/Declined Significantly 35.7 points
Students with Disabilities	36	Low/Declined Significantly 17.1 points	35	Low/Declined Significantly 24.5 points
Asian	48	Very High/Increased 4.5 points	48	Very High/Increased 3.8 points
Hispanic	23	High/Declined 6.7 points	23	High Maintained +1.9 points
White	458	Very High/Declined 12.2 points	457	Very High/Declined Significantly 19.8 points
Group	N	ELA Status/Change	N	Math Status/Change
6-8 Grade	511	Very High/Increased 10.7 points	500	Very High/Increased 4.2 points
All				
English Learners			14	Very High/Declined 7.9 points
Socioeconomically Disadvantaged	17	Medium/Increased 8.2 points	19	Medium/Increased Significantly 21.4 points
Students with Disabilities	34	Low/Increased 3.2 points	32	Low/Declined 9.6 points
Asian	29	Very High/Declined 6.5 points	29	Very High/Declined 14.9 points
Hispanic	17	Very High/Increased significantly 15.6 points	15	High/Declined Significantly 29.8 points
2 or more races	19	Very High/No data provided	19	Very High/No data provided
White	436	Very High/Increased 9.9 points	427	Very High/Increased 4.6 points

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District and employee bargaining units reached a contract agreement that included a 5.0% salary increase. Estimated Actuals include the salary adjustments due to this agreement.

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.

Annual Update

LCAP Year Reviewed: 2017-18

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

Students will effectively and responsibly utilize technology tools to enhance their cross curricular personalized learning experiences, which are supported by targeted professional development that provides on-going and embedded training and coaching of staff to use most effective applications, programs and strategies in the classroom that provide equity for all students across grade levels.

State and/or Local Priorities addressed by this goal:	
State Priorities:	
Local Priorities:	Meets local priority aligned with Strategic Plan Goals

Annual Measurable Outcomes	
	Expected
Metric/Indicator 1a) Survey teachers and students in April to determine consistency of technology use in the classroom to accomplish learning goals, including cross curricular and problem/project based learning assignments 1b) TOSA(s) and teacher experts will provide leveled professional development to teachers	
17-18 1a) Annual survey will show 3% increase in consistency of technology use in the classroom to accomplish learning goals, including cross curricular and problem/project based learning assignments 1b) TOSA(s) and teacher experts will provide 10% more leveled professional development to teachers	
	Actual
	1a) Goal not met - survey to replace BrightBytes was not created and administered last spring. 1b) Goal met - TOSAs and teachers provided professional development throughout the year including Learning Lunches, inspire, leveled support to teachers working in small groups or individually in all content areas including engineering

Expected	Actual
<p>Baseline</p> <p>1a) Staff and students were administered the new technology survey in April 2017, to establish a baseline for future years.</p> <ul style="list-style-type: none"> • Extensive daily use of technology integrated into classrooms; over 88% of students reported integrating technology into their daily learning. • A significant number of finished projects are created and completed monthly utilizing integrating technology. <p>1b) TOSA provided training to grade level teams on math apps to expand student personalized learning</p>	
<p>Metric/Indicator</p> <p>2a) Teachers provide comprehensive Common Sense Media lessons to all students</p> <p>2b) Second Steps cyber bully lessons to be taught consistently at grades 5-8</p> <p>17-18</p> <p>2a) Teachers provide comprehensive Common Sense Media lessons to all students</p> <p>2b) Schedule of Second Steps cyber bully lessons to be taught consistently at grades 5-8</p> <p>Baseline</p> <p>2a) Common Sense Media lessons are taught inconsistently across grade levels</p> <p>2b) Second Steps cyber bully lessons are taught inconsistently at grades 5-8</p>	<p>2a) Goal met - all teachers and/or library media specialists taught Common Sense Media lessons to all students</p> <p>2b) Goal partially met - Second Steps cyber bully lessons were taught consistently to 5th grade students. In grades 6-8 lessons were not consistently taught.</p>
<p>Metric/Indicator</p> <p>3) Implement "Driver's License" that students in all grades must pass annually in order to use technology in their classroom</p> <p>17-18</p> <p>3) Develop a "Driver's License" program that students in all grades must pass annually in order to use technology in their classroom</p>	<p>3) Goal partially met - the "Driver's License" program was created and a link sent to students to complete. The program failed to provide data indicating students who had successfully passed the program.</p>

Expected		Actual	
Baseline Students sign agreement indicating knowledge of behavior expectations and appropriate care for devices Metric/Indicator			

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
CURRICULUM: Incorporate the principles of the International Society for Technology in Education (ISTE) Student Standards in the instructional program 1) Create opportunities for students to demonstrate evidence of mastery of content standards through multiple measures including, but not limited to, projects, demonstrations, online assessments and portfolios by: Grades K-8: Each semester teachers will create a cross curricular project to demonstrate standards mastery through the use of technology tools/skills targeted for the grade level	CURRICULUM: Incorporate the principles of the International Society for Technology in Education (ISTE) Student Standards in the instructional program 1) Goal met - Each semester teachers created a cross curricular project to demonstrate standards mastery through the use of technology tools/skills targeted for the grade level ORGANIZATION: 2) Goal met - District Technology Committee made recommendations for mounting options for digital displays, document camera models and iPad options for projection	1000-1999: Certificated Personnel Salaries EPA \$125,000	1000-1999: Certificated Personnel Salaries LCFF \$125,000
		3000-3999: Employee Benefits EPA \$35,000	3000-3999: Employee Benefits LCFF \$35,000
		4000-4999: Books And Supplies LCFF \$250,000	4000-4999: Books And Supplies LCFF \$250,000

ORGANIZATION:	
2) Utilize a District Technology Committee to make recommendations for devices, program purchases, dependent on desired student outcomes	3) Goal partially met - a replenishment plan has been established for future years specific to device choice. The Technology Committee has initiated a project to develop a scope and sequence of technology skills to be mastered at each grade level
3) Create a District Technology Plan inclusive of a replenishment plan and budget for future years	4) Goal not met - There has been difficulty in maintaining community volunteers on the committee
4) Utilize the expertise in our community to serve on the Technology Committee, and support district programs	TRAINING:
TRAINING	5) Goal met - TOSAs provide on-going embedded training throughout the year in small groups, individually and entire staff formats. Inspire provided multiple opportunities to learn new skills, and follow up sessions occurred as school sites
5) Provide ongoing leveled training based on District, site and individual teacher needs	6) Goal not met - training in the LMS did not occur due to competing priorities.
6) Provide training on Learning Management System for all pertinent staff	

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.

Implementation of leveled, ongoing and embedded professional development increased significantly in the current year due in part to hiring an additional TOSA. Teachers learned additional skills and programs in which to engage students in deeper learning and producing cross-curricular summative projects and student portfolios.

Goals for surveying teachers to determine consistency of technology use was not completed as planned. Additionally, the student "drivers license" for middle school students was created and administered, however the nearpod program did not complete results as expected.

LCAP Goal 2 will be eliminated in future years as it is a local goal, and the academic components are already embedded in current LCAP Goals 1 and 3. This local goal will be removed to eliminate redundancy, and it does not address any of the 10 State Priorities on its own. The frequency of technology usage by teachers is not a state priority; professional development is already noted in Goals 1 and 3; Common Sense Media and Second Steps lessons are stated in Goal 3; and cross curricular projects are specified in Goal 1.

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

Overall goals to increase teacher support and impact on student learning were successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budget 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.

This local goal will be eliminated from the LCAP next year as main student achievement goals are already included in goals 1 and 3. This is evidenced in the section for Goals, Actions & Services found later in this document.

Annual Update

LCAP Year Reviewed: 2017-18

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 3

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
<p>Metric/Indicator</p> <p>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</p> <p>17-18</p> <p>1) Consistent grade level Common Sense Media "digital citizenship" and Second Steps lessons that are taught at each grade level K-8</p> <p>Baseline</p> <p>1) Digital Citizenship (Common Sense Media) program was purchased and professional development was provided to teachers.</p> <p>Metric/Indicator</p> <p>2) Attendance rates will improve by 1% from March to March of each year.</p> <p>17-18</p> <p>2) Attendance rates will improve by 1% from March to March of each year.</p>	<p>1) Goal mostly met - all K-8 students were taught Common Sense Media digital citizenship lessons, and all K-5 students were taught grade level Second Step lessons. Students in grades 6-8 did not consistently have access to Second Steps lessons.</p> <p>2) Goal met - attendance rates increased from 95.82% in 2017 to 96.5% in 2018. A concerted effort by schools to send truancy letters to families each trimester, parent meetings with school administrators, and newsletters sent to all parents from the superintendent and 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 is not realistic given the already high rate. National statistics show 93.1%, and California slightly higher with 93.2%.</p>

Expected

Baseline

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 decrease. Overall achieving nearly 96% attendance rate demonstrates that most students regularly attend school.

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.

17-18

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.

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.

Metric/Indicator

4) Maintain a zero dropout rate at the Middle School.

17-18

4) Maintain a zero dropout rate at the Middle School.

Baseline

4) There have been no students who have dropped out at the Middle School.

Metric/Indicator

5) Maintain 1% or less suspension rate, and 0% expulsion rate.

17-18

5) Maintain 1% or less suspension rate, and 0% expulsion rate.

Actual

Since it is difficult to calculate attendance spanning two academic years measuring from March to March each year, subsequent year goals will measure at Period Attendance 2 (P-2) which is from the first day of the school year until the beginning of March.

3) Goal met - Chronic absenteeism was 7.9% on March 31, 2017 and decreased to 6.5% as noted on March 31, 2018 determined locally.

Our assessment measures from March of one academic year to March of the next, misrepresents the data. When referencing DataQuest, the 2016-17 school year showed RUSD with 4.8% chronic absenteeism, while we showed this as 7.9%. DataQuest also showed Marin county at 8.6% and California at 10.8%, which indicates that RUSD has much lower levels of chronic absenteeism.

Beginning in 2018-19, this goal will be measured each year with P-2 data for the current academic year, and not span two school years as this goal has called for the past two years.

4) Goal met - principals sent letters, made phone calls, and administrators met with families of students with chronic absenteeism.

4) Goal met - zero dropout rate maintained at the Middle School.

5) Goal not met - Suspension rate measured on March 31, 2017 was 1.54%, and rose to 2.4% on March 31, 2018 as calculated locally. The new school administration has consistently supported suspension of students who violate Education Code (EC) 48900 a (1) caused, attempted to cause, or threatened to cause, physical injury to another person; and (2) willfully used force or violence upon the person of another, except in self-defense. Restorative

Expected

Baseline

5) 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%.

Metric/Indicator

6) Parents education in student social emotional health education as measured by sign-in rosters.

17-18

6) 40 parents will attend student social emotional health education as measured by sign-in rosters.

Baseline

6) Parents attended parent education on bully prevention/intervention, cyber safety, and various other topics during the year.

Metric/Indicator

Annually survey parents to inform decisions on social emotional and academic programs.

17-18

Annually survey parents to inform decisions on social emotional and academic programs.

Baseline

Parent surveys were discontinued a number of years ago for unknown reasons.

Actual

justice, as well as other interventions are used to address other violations of EC 48900.

It should be noted that the Dashboard noted an overall suspension rate of 3.7% for grades 6-8. The following shows the percentage and number of student suspensions per designated group:

- Socioeconomically disadvantaged 9.5% (2 students)
- Students with disabilities 11% (3 students)
- Asian 2.9% (1 student)
- Hispanic 10% (2 students)
- 2 or more races 5.3% (1 student)
- White 3.4% (16 students)

6) Goal met - Seventy parents attended K-2 grade social-emotional program workshops, and 40 parents attended the Mindfulness workshop. In grades 3-8, approximately 180 parents attended workshops on how to understand the social emotional needs of students of that age. There were 38 participants in the Anti-Defamation League presentation on "How do I Speak to my Child About Race". Forty parents attended Parenting in the Age of Technology workshop where they learned about how to support their children online. Being Adept parent education hosted approximately 50 middle school parents.

Goal met - A survey link was sent to each parent in January 2018. The District provided several reminders to parents to complete the survey within the two week response period. Ninety-four percent of parents surveyed agreed/strongly agreed that their child feels safe and comfortable at school. 9% of parents agreed/strongly agreed that bullying is a problem for their child at school and believed that teachers or other adults do not address bullying issues immediately. 73% of parents believe RUSD provides quality support to help students with social and emotional learning, while 18% responded as neutral. When asked if RUSD provides opportunities for students to extend their learning, 64% responded agree/strongly agree, and 14% responded disagree/strongly disagreed. 88% of parents surveyed agreed/strongly agreed that they are able to read/understand all aspects of the student report card.

A significant percentage of neutral responses were found throughout the survey.

Responses provided to measure quality of academic programs were varied based on grade level.

Expected	Actual
	<p>The percentage of parents responding with excellent/good (or high percentage of fair responses) to perceptions of academic programs were:</p> <p>English Language Arts - 89%</p> <p>Mathematics - 72% (18% fair)</p> <p>Science - 82% (10% fair)</p> <p>Social Studies - 82% (9% fair)</p> <p>Art - 66% (19% fair)</p> <p>Music - 70% (13% fair)</p> <p>Physical Education - 90%</p>

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) 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	1) Goal met - school and grade level teams collaborate at least twice per month to plan programs, practices, and professional development to promote optimal learning environments for students.	4000-4999: Books And Supplies Lottery \$35,000	4000-4999: Books And Supplies Lottery \$35,000
2) Review Common Sense Media instructional programs, and define which "digital citizenship" lessons will be taught at each grade level	2) Goal met		
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	3) Goal met - all schools implementing citizenship programs, including Kimochis, Mosaic, Restorative Justice and Second Steps		
4) The school nurse will communicate with families of	4) Goal met - the principal at each school addresses chronic absenteeism, and refers families to the nurse and director of student services as needed		

<p>students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school</p> <p>5) Post resources for parents and work in partnership with PTA to provide parent education opportunities</p> <p>6) Explore diversity, inclusion and anti bias professional development for staff and parents which fosters engaging students in diversity and inclusion lessons and discussions.</p>	<p>5) Goal met - There were 6 PTA sponsored parent education opportunities including, How to Speak to my Child About Race?, Empathy + Authority: A Balanced Approach to Parenting, Social Media Wellness: Helping Teens and Tweens Thrive in an Unbalanced Digital World; The Good Enough Parent: How to Have an Imperfect Family and be Perfectly Satisfied"; Creating a Player-First Environment in Youth Sports; and Being Adept. Resources for parents are posted on the district and school websites</p> <p>6) Goal met - Diversity committee met on Nov. 1, Dec. 13, 2017 and Jan. 31, 2018. On Jan. 31, Anti-Defamation League (ADL) Director worked with the team on next steps of providing resources to teachers to further lessons in the classroom. On Mar. 1, ADL Director provided parent education to approximately 38 adults. Approximately 1/3 of all staff have attended 2 day Beyond Diversity training. Board of Trustees adopted the District Statement of Diversity and Inclusion on Feb. 13, 2018. TEA Club (Teaching Equity and Acceptance) is in its second year at the middle school, and students presented their work to the Marin County Board of Supervisors on 5.1.18.</p>
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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.

Goals were largely met in all areas. Common Sense media was consistently taught to students, attendance rates remained high, parent education programs were offered and highly attended, and diversity training continued with a significant number of district staff participating.

The attendance rate goal was unrealistic to assume rates would increase by 1% each year. Our effort to reduce chronic absenteeism was greatly improved over prior years.

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.

Stakeholder Engagement

LCAP Year: 2018-19

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:

- Reed PTA Meetings: 9/13/17, 10/11/17, 11/8/17, 12/13/17, 1/10/18, 2/14/18, 3/14/18, 5/9/18
- PTA Volunteer Coffee: 9/6/17
- Reed Townstastic Community Gathering: 9/28/17
- Strategic Planning Collaborative Meetings (LCAP advisory committee): 11/29/17, 1/31/18, 4/25/18
- Grade Level Parent Information Meetings: Kindergarten 10/24/17, 1st Grade 10/23/17, 2nd Grade 10/25/17
- New Families Orientation Meeting: 8/25/17
- Reed New Families Play Day: 9/10/17
- Kindergarten Meet & Greet: 8/23/17
- Back to School Night Principal/PTA/Foundation Welcome: 9/14/17
- Reed School Board Presentations:

10/17/17: Opening of School Report and Themes for the Year

12/12/17: Standards Based Report Cards

3/6/18: Reed Teacher Leadership and Coaching

- Open House: 4/5/2018
- Parent Workshop - Mindfulness: 1/30/18
- Parent /Teacher Conferences: 11/13 - 11/17, 2017
- Book Fair Family Night: 3/28/18

Bel Aire Stakeholder Engagement:

- Bel Aire PTA Meetings: 9/6/17, 10/4/17, 11/8/17, 12/7/17, 1/10.18, 2/7/18, 3/7/18, 4/4/18, 5/2/18, 6/6/18
- PTA Volunteer Coffee 8/31/17
- Strategic Planning Collaborative Meetings (LCAP advisory committee): 11/16/17, 3/8/18, 5/31/18
- Grade Level Parent Information Meetings: 3rd Grade 9/19/17; 4th Grade 10/3/17; 5th Grade 9/27/17
- New Families Orientation Meeting: 9/1/17

- Back to School Night Principal/PTA/Foundation Welcome: 8/30/17
- Bel Aire School Board Presentations:

8/22/17: Mosaic Project

10/17/17: School Opening Theme - Mindfulness, Gratitude, Engagement, Growth

2/13/18: Focused PD - High Impact Teaching & Learning

4/17/18: Student Council Report

- Family Challenge Night: 10/5/17
- Additional Parent Education & Events:

Parent Library Orientation: 9/28/17

Outdoor Education Night: 12/13/17

MOSAIC Information Night: 9/26/17, 3/22/18

Family Life: 4/18/18

2nd Grade Transition Meeting: 5/16/18

MOSAIC Workshop: 11/1/17, 12/6/17, 4/4/18

- Parent/Teacher Conferences: 11/3 - 11/7, 2017
- Open House 5/24/18

Del Mar Stakeholder Engagement:

- Del Mar PTA Meetings: 9/14/17, 10/12/17, 11/9/17, 12/7/18, 1/11/18, 2/8/18, 3/8/18, 4/19/18, 5/10/18
- Principal Coffee Meetings: 9/1/17, 3/1/18, 3/29/18, 4/5/18
- Strategic Planning Collaborative Meetings (LCAP advisory committee): 11/1/17, 2/7/18
- Back to School Night: 9/7/17
- Grade Level Parent Information Meetings: 6th Grade 10/13/17, 11/6/17; 7th Grade 10/23/17, 8th Grade 10/30/17
- 8th Grade Families - High School Presentation: 10/26/17
- Parent Ed - Being Adept: 11/28/17
- Music/Art Night: 4/5/18
- School Board Presentations:

1/17/18: Opening of School Report and Themes for the Year

1/16/18: Articulation and Professional Development on Grading Practice

- Parent /Teacher Conferences: 11/3 - 11/7, 2017
- Open House: 4/19/18
- Del Mar Musical Production: 4/25/18 - 4/28/18
- 8th Grade Graduation: 6/13/18

District Stakeholder Engagement:

- Parent Education & Events
- Parent survey: January 2018
- Run for Reed Schools: 10/14/17
- Districtwide Book Fair: 10/24/17 - 10/25/17

◦ District employees (including Association leadership), Strategic Planning Committee members, and parents provided input on the LCAP goals throughout the year, and finally 5/9/18 - 5/14/18

◦ LCAP Stakeholder Meeting to review and provide input on accomplishment of goals and review of new goals 5/14/18

Superintendent Engagement:

- District PTA Meetings: 10/6/17, 11/3/17, 12/1/17, 1/12/18, 3/2/18, 5/4/18, 6/1/18
- District Foundation for Reed Schools Meetings: 9/12/17, 10/17/17, 3/20/18, 4/17/18, 6/5/18
- Foundation New Family Welcome: 11/7/17
- Scholar's Circle: 10/25/17, 5/2/18
- Parent Coffee Chats: 10/27/17, 11/17/17, 1/16/18, 2/13/18, 5/22/18

NOTE: LCAP advisory committees included English Learner and students with disabilities representatives. Superintendent letter to parents on 9/25/17 asked for parent representatives who are multilingual, have multiethnic backgrounds and 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:

- Math adoption at elementary and middle school levels (Section: Goal 1, Action and Services Math Goal 1)

- Diversity and inclusion training and focus (Section: New Goal 2, Actions and Services Goal 6)
- Pilot of ELA and adoption of curriculum at elementary grades (Section: Goal 1, Action and Services ELA Goal 1)
- Parent survey data used to guide LCAP and new Strategic Plan Goals (Section: Annual Outcomes, Goal 3)
- Improved intervention programs for students (Section: Greatest Need, and Increased or Improved Services)
- Professional development and embedded coaching focus areas (Section: Greatest Need, Increased or Improved Services, and Goal 1)
- Provided clarity in phrasing for some goals (Section: Throughout the plan)

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ELA:</p> <p>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</p> <p>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</p> <p>3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p>	<p>ELA:</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>ELA:</p> <p>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</p> <p>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</p> <p>3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p>	<p>ELA:</p> <p>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</p> <p>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</p> <p>3) 55% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p>	<p>ELA:</p> <p>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</p> <p>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</p> <p>3) 60% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p>
<p>SCIENCE:</p> <p>1) 85% or more of students in grades 5 and</p>	<p>SCIENCE:</p> <p>1) 94% of students in grades 5 and 7</p>	<p>SCIENCE:</p> <p>1) 85% or more of students in grades 5 and</p>	<p>SCIENCE:</p> <p>1) 85% or more of students in grades 5 and</p>	<p>SCIENCE:</p> <p>1) 86% or more of students in grades 5 and</p>

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

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action
Modified Action

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

Modified Action

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

Modified Action

2017-18 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

2018-19 Actions/Services

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

2019-20 Actions/Services

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:

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

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 challenge. Grade level PLCs will regularly review data

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

ELA:

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.

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:

<p>2) 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</p> <p>3) School teams will review and pilot norm referenced benchmark assessments</p> <p>4) School teams will continue to refine writing rubrics.</p> <p>SCIENCE</p> <p>1) School teams review NGSS standards and refine units of instruction based on new standard guidelines</p> <p>2) School teams will develop performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning</p> <p>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.</p>	<p>1) School teams recommend ELA curriculum for adoption and receive embedded professional development</p> <p>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.</p> <p>3) School teams will receive professional development and support in utilizing norm referenced assessment data</p> <p>4) School teams will consistently use grade level content area writing rubrics.</p> <p>SCIENCE</p> <p>1) School teams review science curriculum for future adoption</p> <p>2) School teams will implement performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning</p> <p>3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists</p>	<p>1) School teams will fully implement curriculum adoption</p> <p>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.</p> <p>3) School teams will utilize norm referenced benchmark assessment data to collaborate in PLCs to provide targeted support for students.</p> <p>4) School teams will engage in inter-rater reliability professional development.</p> <p>SCIENCE</p> <p>1) School teams recommend science curriculum for adoption</p> <p>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</p> <p>3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$664,395	\$670,183	\$683,587
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	\$191,404
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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 decrease. 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.	3) Chronic absenteeism increased to 7.9% in 2017 as compared to 6% in 2016.	3) Chronic absenteeism will be reduced by 2% from March to March of each year.	3) Chronic absenteeism will be reduced by 1% as measured by P-2 attendance data	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.	4) New letters and processes were developed in 2016-17 to be fully implemented in 2017-18.	4) Parent letters will be sent and SART meetings held for students chronically absent.	4) Parent letters will be sent and SART meetings held for students chronically absent.	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)

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)

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

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

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

2018-19 Actions/Services

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

4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a

2019-20 Actions/Services

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

<p>5) Post resources for parents and work in partnership with PTA to provide parent education opportunities</p> <p>6) Explore diversity, inclusion and anti bias professional development for staff and parents which fosters engaging students in diversity and inclusion lessons and discussions.</p>	<p>medical issue and offer support and plans for return to school</p> <p>5) Expand resources for parents and work in partnership with PTA to provide parent education opportunities</p> <p>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.</p>	<p>medical issue and offer support and plans for return to school</p> <p>5) Regularly evaluate resources for parents and work in partnership with PTA to provide parent education opportunities</p> <p>6) Ensure all schools engage students in diversity and inclusion lessons and discussions.</p>
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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

Goals, Actions, & Services

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

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

New Goal

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$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 professionals, 91.0 Full Time Equivalents (FTE).

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,445,426.00	1,514,087.00	1,035,426.00	1,042,834.00	1,059,991.00	3,138,251.00
LCFF	160,000.00	1,479,087.00	1,000,426.00	1,007,834.00	1,024,991.00	3,033,251.00
Lottery	1,250,426.00	35,000.00	35,000.00	35,000.00	35,000.00	105,000.00
	35,000.00					

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,445,426.00	1,514,087.00	1,035,426.00	1,042,834.00	1,059,991.00	3,138,251.00
1000-1999: Certificated Personnel Salaries	789,395.00	843,037.00	664,395.00	670,183.00	683,587.00	2,018,165.00
3000-3999: Employee Benefits	221,031.00	236,050.00	186,031.00	187,651.00	191,404.00	565,086.00
4000-4999: Books And Supplies	285,000.00	285,000.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	450,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,445,426.00	1,514,087.00	1,035,426.00	1,042,834.00	1,059,991.00	3,138,251.00
1000-1999: Certificated Personnel Salaries	LCFF	125,000.00	843,037.00	664,395.00	670,183.00	683,587.00	2,018,165.00
3000-3999: Employee Benefits	LCFF	664,395.00	236,050.00	186,031.00	187,651.00	191,404.00	565,086.00
4000-4999: Books And Supplies	LCFF	35,000.00	250,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	186,031.00	35,000.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	250,000.00	150,000.00	150,000.00	150,000.00	150,000.00	450,000.00
		35,000.00					
		150,000.00					

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,000,426.00	1,069,087.00	1,000,426.00	1,007,834.00	1,024,991.00	3,033,251.00
Goal 2	410,000.00	410,000.00	35,000.00	35,000.00	35,000.00	105,000.00
Goal 3	35,000.00	35,000.00	0.00	0.00	0.00	0.00

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