

# 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                              | Contact Name and Title     | Email and Phone  |
|---------------------------------------|----------------------------|--|
| Gateway to College and Career Academy | Miguel Contreras, Director | <a href="mailto:miguel.contreras@rcc.edu">miguel.contreras@rcc.edu</a><br>951-222-8089 |

## 2017-20 Plan Summary

### The Story

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

Gateway College and Career Academy (GCCA), an early college high school that serves approximately 170 students, is located on the campus of Riverside City College (RCC), was authorized by the Riverside County Office of Education (RCOE) in 2013 and was renewed in 2018. In the fall of 2018 the school received Dashboard Alternative School Status (DASS) under California Department of Education criteria. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate by refocusing them on their education and preparing them for college and career as a pathway to post-secondary success. Students attend a blend of high school and college level courses at RCC while completing their high school diplomas. Our staff and faculty support students by providing innovative and engaging instruction and holistic support. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive alternative school environment.

### LCAP Highlights

- Increased student support services (transportation, nutrition, foster youth, homeless youth)
- Increased/Improved ELL support services and resources
- Increased/improved academic support services (1.0 FTE Instructional Support Coordinator, 1.0 FTE Academic Coach, 1.7 FTE Instructional Aides)
- Increased teacher effectiveness training/coaching
- Improved parent services (education, training, and feedback channels)
- Improved attendance interventions (ADA and Chronic absences)
- Extended school year (summer school)

# 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

GCCA measures the progress of our school and our students with metrics that measure a variety of outcomes appropriate to our mission and student learning outcomes. Most importantly, the school aims to track growth in metrics that indicate student readiness for post-secondary education.

**High school course success-** Given the past history of the students GCCA serves, performing well in high school courses is a big step on the pathway to success for GCCA students. On average GCCA students enter the school with a grade point average of 1.5, indicating that many were not being successful in their classes at their previous schools. The percentage of students earning a grade of 'C' or better in their high school level courses rose by three percent in the last year, reflecting a continuing upward trajectory in our ability to increase student academic performance. We will continue to improve the quality and engagement level of our instructional practices and expand our efforts to identify and support struggling students as early as possible.

**College course success-** As a dual enrollment program, students not only earn a high school diploma but also become familiar with – and comfortable in – the college environment and begin to incorporate the possibility of college as an option into their thinking. During the 2017-18 school year GCCA saw an increase of eight percent in the number of students who receive grades of 'C' or better in their college classes. This is a positive and promising outcome that reflects the work of our counseling, teaching and academic support staff. We will continue to focus efforts on alignment with the college academic departments and will increase our efforts to connect students to the revamped RCC instructional support and tutoring services to ensure continued improvement in this area.

**College credit -** Our students are graduating with an average of 12.6 earned college units. As stated above, establishing successful college course completion shifts students' perceptions of themselves as college going after high school. This level of success creates a foundation for college graduation.

**Student Leadership -** The GCCA Student Advisory Council, was established in the spring of 2016 and has been a highlight of the culture of leadership we are building among our students. The council holds bi-weekly meetings throughout the year, plans and implements student activities and events, and reports to the GCCA Board of Directors on their accomplishments. Highlights for the council include, Welcome Week (fall and spring), Student Awards assemblies (fall and spring), Graduate Dinner, and various spirit day events throughout the year. The council also recruits applicants to fill seats vacated by graduating students, ensuring the continued effectiveness of the body. The Student Council will continue to be supported by a counselor, the outreach specialist, and the director to ensure its continued development and contributions to the school.

**College transition planning-** GCCA was able to maintain a high degree of college transition resources during the 2017-18 school year. The GCCA counseling team was able to offer informational workshops and events aimed at facilitating our graduating student's full transition to post-secondary education. Resources provided included three university field trips, attending the "We are CTE" RCC event, RCC Annual Transfer Fair, fall and spring RCC programs and support information sessions, fall and spring educational plan workshops with RCC Counseling Department, fall Career Technical Education programs workshop, fall and spring FAFSA workshops, RCC Fall Scholarship workshop, spring RCC Job, Career, and Transfer Fair. The GCCA counselors will build on the success of this year's events by continuing to look for ways to collaborate with RCC and community programs and services.

**Campus Climate-** We have suspended no students in the past year. According to Youth Truth surveys of GCCA students administered in Fall 2017 and May 2018, compared to students at other schools nationally, GCCA students have more positive perceptions of their school experience. GCCA students gave more favorable feedback regarding engagement with school, academic rigor, relationships with teachers and peers, school culture and college and career readiness. Students at GCCA agree more strongly that they are receiving a high-quality education compared to students at other participating schools. In sharing what they like most about their school, students most commonly cite the degree to which GCCA is getting them ready for college or a career and supportive teachers who care about and help them.

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**

Again, it is important to evaluate GCCA as a school that serves a unique population with extreme needs that must be addressed. While state priority outcomes and the School Dashboard measure academic performance and growth over time, they do not communicate the extent of the challenges our students have faced over the years. Therefore we have added multiple metrics to accurately reflect the academic progress students make at GCCA as well as the personal growth progress that will be necessary to for them to reach their college and career goals.

New students arrive at GCCA severely behind in their progress toward graduation and are often very disengaged from their education, struggling to attend school regularly and complete assignments. Their ability to develop academic and personal habits greatly affect their ability to complete the Foundation semester successfully (earning 'C' or better in all courses while attending regularly). Developing these habits early is critical. In 2017-18, GCCA expanded supplemental academic support time and staffing and reorganized counseling services to better meet student needs. The outcome of these extra efforts were not satisfactory, as the Foundation success rate was flat. The Foundation retention rate rose by 12 percent, giving a significant number of students additional opportunities to fulfill their academic goals. Further increases in the areas of academic support, tutoring services, and most importantly, instructional effectiveness, will be implemented to help improve these outcomes in the coming year.

Attendance and chronic absentee rates continue to be a challenge many of our students struggle with. A significant factor for falling behind in traditional schools has been poor attendance for many GCCA students. We will continue to strive for increasing rates of daily attendance and chronic absenteeism. Our 2018-19 plan describes additional and expanded activities to address this issue both from an instructional and student engagement perspective.

GCCA students arrive at our school from many districts throughout Riverside County because they were not on track to graduate or had stopped attending school. On average, new GCCA students are 17.2 years old and have completed 90 high school credits by the time they enroll at GCCA. An important metric to GCCA is to measure the length of time it takes for a student, once enrolled in GCCA, to obtain the necessary credits to complete high school, because the cohort graduation metric does not adequately capture the achievement of our students, nor the success, of our efforts. The three-year completion rate has been steadily rising over the past three years, rising to 32.8 percent this year.

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**

There are no apparent performance gaps among subgroups. However the status of our student engagement in the area of attendance/absenteeism critically impact student academic performance, and in this LCAP year we are adding to our efforts to ameliorate these issues. As the Alternative Schools Dashboard is introduced by the State Board of Education and local measures continue to be refined, GCCA will amend the achievement measures being monitored appropriately.

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**

We are increasing and improving support for low income, English Learners and foster youth by adding a 1.0 FTE Instructional Support Coordinator, 1.7 FTE instructional aides, a 1.0 FTE English Language Instructional Coach, 2 FTE counseling staff, and improving instructional support materials and technology tools. We are increasing our transportation support, nutrition program and expanding the school year to include summer school for all students.

# 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  | \$ 1,546,341.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$ 1,087,189.70 |

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.

Health and Welfare benefits  
 Administration  
 Administrative Personnel  
 Classified administrative support  
 Taxes  
 Insurance  
 Non programmatic professional services  
 Operations  
 Reserve

**TOTAL: \$478,349.36**

| DESCRIPTION                                 | AMOUNT          |
|---|-----------------|
| Total Projected LCFF Revenues for LCAP Year | \$ 1,501,127.00 |

# 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

GCCA students will demonstrate the acquisition of academic skills aligned with statewide standards

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities: Three year completion rate, High school course success rate, College course success rate

### Annual Measureable Outcomes

| Expected                                | Actual |
|---|--------|
| English Learner ELPAC Proficiency (N/A) | 55%    |
| GCCA three year completion rate: 34.6%  | 32.8%  |
| High school course success rate: 66%    | 68%    |
| College course success rate: 67%        | 74%    |

## Actions / Services

### Action 1

| Planned<br>Actions/Services   | Actual<br>Actions/Services    | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|-------------------------------|--------------------------|----------------------------------|
| <p>Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an “ethic of excellence” and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts.</p> | <p>Implemented as planned</p> | <p>\$275,682</p>         | <p>\$259,043.58</p>              |

Planned  
Actions/Services

They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.

Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization,

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| and self-advocacy, instructors help students identify themselves as independent, successful college students.                                     |                            |                          |                                  |
| <b>Action 2</b>   |                            |                          |                                  |
| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| Provide .8 FTE dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies. | Implemented as planned.    | \$31,349.76              | \$32,249.76                      |
| <b>Action 3</b>   |                            |                          |                                  |
| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.                                     | Implemented as planned.    | \$0 - Provided by RCC    | \$0 - Provided by RCC            |
| <b>Action 4</b>   |                            |                          |                                  |
| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| Provide .8 FTE educational specialist to meet the needs of students   | Implemented as planned.    | \$68,280                 | \$81,035                         |

| Planned Actions/Services                    | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| requiring specialized academic instruction. |                         |                       |                               |

### Action 5

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity. | Implemented as planned. | \$6000                | \$0 – provided by RCC         |

### Action 6

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Maintain SIS.<br>(Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, | Implemented as planned. | \$6200                | \$6,063.78                    |

| Planned Actions/Services                             | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| including course success rates and student success.) |                         |                       |                               |

### Action 7

| Planned Actions/Services  | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration. | Implemented as planned. | \$275,682 (Duplicate) | \$259,043.58                  |

### Action 8

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Conduct professional development to improve instruction including: <ul style="list-style-type: none"> <li>• Effective Classroom Management</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for English Language Arts</li> <li>• Common Core State Standards for Mathematics</li> <li>• Social Sciences (Common Core</li> </ul> | Implemented as planned. | \$33,111              | \$29,342.50                   |

| Planned Actions/Services  | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>State Standards/ELA)</li> <li>Content Specific Knowledge Workshops</li> <li>English Language Development Instructional Strategies</li> <li>Career Technical Education</li> <li>Next Generation Science Standards</li> <li>Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>Professional learning communities</li> <li>SPED Instructional strategies</li> <li>Alternative education best practices</li> </ul> |                         |                       |                               |

### Action 9

| Planned Actions/Services  | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Purchase and use the following CCSS aligned materials: <ul style="list-style-type: none"> <li>English Language Arts texts</li> <li>Career Exploration course texts and Roadtrip Nation website subscriptions</li> <li>Social Studies text books</li> <li>Cyber High courses</li> <li>ALEKS math software subscriptions</li> </ul> | Implemented as planned. | \$23,537.50           | \$29,404.91                   |

### Action 10

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Engage with RCC academic departments (math and English) to assess alignment of GCCA courses with beginning RCC level courses. | Implemented as planned.    | \$275,682 (Duplicate)    | \$259,043.58                     |

### Action 11

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Provide 1:1 ratio of Chromebooks for second term students through grade 12. | Implemented as planned.    | \$38,870                 | \$23,760.00                      |

### Action 12

| Planned<br>Actions/Services                               | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Use RCC security (campus police) and janitorial services. | Implemented as planned.    | \$0                      | \$0                              |

### Action 13

| Planned<br>Actions/Services  | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| Maintain the following extracurricular and support activities to promote | Implemented as planned.    | \$9,325                  | \$6,634.73                       |

| Planned<br>Actions/Services  | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> <li>• Welcome week (Fall and Spring semesters)</li> <li>• University campus tours</li> <li>• End of term awards</li> <li>• Fox Theater Broadway Series</li> <li>• Young Men's Conference</li> <li>• County Youth Summit</li> <li>• Book share program</li> <li>• Spring BBQ and Awards</li> <li>• End of Semester Finish Strong activities</li> <li>• RCC Career Fair</li> <li>• RCC Resource Day</li> </ul> |                            |                          |                                  |

### Action 14

| Planned<br>Actions/Services   | Actual<br>Actions/Services     | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--------------------------------|------------------------------|----------------------------------|
| <p>Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.</p> | <p>Implemented as planned.</p> | <p>\$291,922 (Duplicate)</p> | <p>\$261,422.92</p>              |

## Action 15

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Design and launch a series of workshops/open forums for parents to attend on a monthly basis throughout the school year. Parents will have a forum to communicate their concerns and ideas and will also be provided information on parenting development. | Implemented as planned. | \$2,350               | \$2,500                       |

## Action 16

| Planned Actions/Services                        | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Provide interpreters for all parent activities. | Implemented as planned. | \$561,604             | \$ 121,695.21                 |

## Action 17

| Planned Actions/Services                      | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Provide parent portal orientation in Spanish. | Implemented as planned. | \$6000 (duplicate)    | \$6,063.78                    |

## Action 18

| Planned Actions/Services      | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-------------------------------|-------------------------|-----------------------|-------------------------------|
| Provide .4 FTE EL Coordinator | Implemented as planned. | \$30,880.50           | \$27,659.34                   |

| Planned<br>Actions/Services  | Actual<br>Actions/Services     | Budgeted<br>Expenditures           | Estimated Actual<br>Expenditures |
|--|--------------------------------|------------------------------------|----------------------------------|
| <p>Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and integrated EL instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.</p> |                                |                                    |                                  |
| <b>Action 19</b>   |                                |                                    |                                  |
| <p>Provide the English Learner Mainstream Program option for students who are learning English as a second language.</p>   | <p>Implemented as planned.</p> | <p>\$30,880.50<br/>(Duplicate)</p> | <p>\$27,659.34</p>               |

## Action 20

| Planned<br>Actions/Services  | Actual<br>Actions/Services     | Budgeted<br>Expenditures                           | Estimated Actual<br>Expenditures      |
|--|--------------------------------|--|---------------------------------------|
| <p>Provide .5 FTE EL Instructional Aide to under the supervision of EL Program Coordinator to provide expanded 1:1 support for EL students both in class and before/after school.</p> <p>Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.</p> | <p>Implemented as planned.</p> | <p>\$12,896</p> <p>\$30,880.50<br/>(Duplicate)</p> | <p>\$13,465.02</p> <p>\$27,659.34</p> |

## Action 21

| Planned<br>Actions/Services  | Actual<br>Actions/Services    | Budgeted<br>Expenditures           | Estimated Actual<br>Expenditures |
|--|-------------------------------|------------------------------------|----------------------------------|
| <p>Conduct reclassification procedures using ELPAC and the following</p> | <p>Implemented as planned</p> | <p>\$30,880.50<br/>(Duplicate)</p> | <p>\$27,659.34</p>               |

criteria:  
Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix.

Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition.

Current test scores (ELPAC for all pre-identified English Learners or self-identified at GCCA enrollment, and CAASPP) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified.

English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session,

or earlier, as necessary.

To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); ELPAC overall score of Early Advanced or Advanced on ELPAC with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.

## Action 22

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Collaborate with RCC academic and career technical education departments to develop connected pathways from high school to college. | Implemented as planned.    | \$275,682 (Duplicate)    | \$261,422.92                     |

## Analysis

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

GCCA completed all major planned actions and services.

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

Academic performance as measured by high school and college course success rates (grades C or better) continue to rise for GCCA students. With students entering several grade levels behind, we meet them at their entering skill level and work to support them to meet the rigorous demands of college level course work. The instructional team has continued to align GCCA courses with college academic courses further improving our ability to prepare students for post-secondary success. Counselors are working to understand student interests and are developing educational plans to help them better engage academically and maximize the number of college units they complete. Three year cohort completion rates only rose modestly this year, necessitating a continued focus on actions/services meant to help students get across the finish line.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 11: Decreased expenditure for Chromebooks is a result of lower than estimated prices and number of devices needed.

Action 16: Decreased expenditures reflect actual hours spent on action item. Moving forward estimates will be narrowed for more transparent reporting of the cost of actions/services.

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.

None, although action/services have been added, modified or more finely detailed to better meet the needs of our students and to better communicate our plan.

Modified- Action 3- Increased access to the curriculum (summer school)

Modified- Action 4- Increased English Language Development coach to 1.0 FTE

New- Action 6- Provide 1.0 FTE Credentialed Instructional Support Coordinator

Modified- Action 9- Hire curriculum and instruction consultant to enhance instructional strategies

Modified- Action 16- Assistant Director to coordinate and oversee attendance interventions

Modified- Action 20- Provide 1.0 FTE Credentialed Instructional Support Coordinator to oversee EL program

Modified- Action 22- Provide 1.7 FTE Instructional Aides

## Goal 2

Students will complete the GCCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6, 7

Local Priorities: Youth Survey results below

### Annual Measureable Outcomes

| Expected                                     | Actual    |
|--|-----------|
| Suspension rate: Yellow on School Dashboard  | 0% (Blue) |
| Expulsion rate: 0 percent                    | 0%        |
| Attendance rate: 88.3 percent                | 88%       |
| College units completed by graduation: 12    | 12.6      |
| School Survey- Student Engagement: 3.95/5.00 | 3.96      |
| School Survey- Academic Rigor: 4.08/5.00     | 4.10      |
| School Survey – School Culture: 3.85/5.00    | 3.75      |
| School Survey – Career readiness: 3.81/5.00  | 3.84      |

## Actions / Services

### Action 1

| Planned<br>Actions/Services   | Actual<br>Actions/Services     | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--------------------------------|------------------------------|----------------------------------|
| <p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term, students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project-based career exploration and Leadership class to help them focus their academic and career goals and coursework.</p> | <p>Implemented as planned.</p> | <p>\$285,922 (Duplicate)</p> | <p>\$270,359</p>                 |

## Action 2

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day. | Implemented as planned. | \$51,835              | \$49,932.06                   |

## Action 3

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures  | Estimated Actual Expenditures         |
|--|-------------------------|--|---------------------------------------|
| 5 FTE Counseling staff: <ul style="list-style-type: none"> <li>Advise students on program requirements</li> <li>Develop student's academic goals</li> <li>Evaluate student's academic history and education, including transcript evaluation</li> <li>Introduce students to resources available throughout the college</li> <li>Develop, facilitate, and deliver college success and career exploration classes</li> </ul> | Implemented as planned. | \$285,922<br>\$3,000 (Bus passes)<br>\$1,597.24 (Snack Pantry) | \$261,422.92<br>\$2,415<br>\$1,581.60 |

| Planned<br>Actions/Services  | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <ul style="list-style-type: none"> <li>Meet with students and parents to ensure student success</li> <li>Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class, including transportation support (bus passes) and nutrition assistance (snack pantry)</li> <li>Help students access needed counseling services, support networks, community health, or housing services</li> <li>College admissions application support</li> <li>Financial aid seminars and application support</li> <li>Organize field trips and special campus events</li> </ul> |                            |                          |                                  |

**Action 4**

| Planned<br>Actions/Services   | Actual<br>Actions/Services     | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--------------------------------|------------------------------|----------------------------------|
| <p>Provide parent training in financial aid, benefits of college, college and career pathways, and college applications to support student goals.</p> | <p>Implemented as planned.</p> | <p>\$285,922 (Duplicate)</p> | <p>\$ 57,469.29</p>              |

## Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services     | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|--------------------------------|------------------------------|----------------------------------|
| <p>Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.</p> <p>To prevent students from dropping out, track struggling closely and make appropriate referrals for support where indicated.</p> | <p>Implemented as planned.</p> | <p>\$285,922 (Duplicate)</p> | <p>\$261,422.92</p>              |

## Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services     | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--------------------------------|------------------------------|----------------------------------|
| <p>Career readiness skills development through local partnerships. Partnerships with local organizations will allow students to build on the career exploration work they do through GCCA. Students will be connected to career readiness activities including internships and apprenticeships that relate to their fields of interest.</p> | <p>Implemented as planned.</p> | <p>\$285,922 (Duplicate)</p> | <p>\$261,422.92</p>              |

## Action 7

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Continued college success strategies, academic college readiness, and career exploration activities will be delivered in advisory periods for students in their second semester and beyond. | Implemented as planned.    | \$285,922 (Duplicate)    | \$57,469.29                      |

## Action 8

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Budgeted<br>Expenditures                       | Estimated Actual<br>Expenditures                           |
|---|----------------------------|--|--|
| Expand early support for struggling Foundation students. Teachers and Counselors will utilize early alert reporting to identify students who need academic or behavioral interventions during the Foundation semester. English and math aides will provide extra support to identified students. Teachers, Counselors, and Administrators will intervene to address attendance and behavioral issues. | Implemented as planned.    | \$285,922 (Duplicate)<br>\$275,682 (Duplicate) | \$261,422.92<br>(counselors)<br>\$259,043.58<br>(teachers) |

## Analysis

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

GCCA completed all major planned actions and services.

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

The data indicate that our efforts to maintain high degrees of student engagement and positive campus climate and reduce suspensions was successful. Students see the school as a safe and positive environment which allows them to more fully engage in activities leading to academic success. GCCA will continue to work toward raising daily attendance rates and decreasing the number of chronically absent students to raise academic achievement among all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 4 and 7 were reduced to more closely reflect actual expenditures on action item.

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 LCCF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 has been divided and some of its actions/services moved over to a new Goal 3. The newly stated Goal 2 focuses on career and college actions/services, and Goal 3 focuses on the foundation program. Actions/services have been added, modified or more finely detailed to better meet the needs of our students and to better communicate our plan.

New- Action 1 - More finely detailed the delivery of the Foundation intro to college and college success strategies courses

Modified- Action 2- More finely detailed college transition actions/services

Modified- Action 3- College level academic readiness actions/services

# 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?

### **Ongoing**

Staff and faculty conducted in-depth review sessions focused on 2017-18 LCAP actions and services to accomplish our stated goals to ensure progress. For 2018-19, staff and faculty reviewed progress and made recommendations for new actions and services based on their observations and experiences during the 2016-17 school year. Additionally, the newly launched Parent Academy series provided a regular line of communication with GCCA parents, allowing for valuable input from a traditionally hard to reach stakeholder group.

### **November 2017**

The Director provided a report to the Riverside County Office of Education, describing the progress made to date on 2017-18 LCAP goals and actual expenditures. The County Office of Education continued to support the use of metrics developed by GCCA to better demonstrate student academic progress/gains.

### **December 2017 and May 2018**

GCCA used the 2017-18 Youth Truth Survey administered to the entire student body to guide improvements related to student engagement and campus climate for the 2018-19 school year. The student body was surveyed once in the fall and again in the spring to capture the input of students who enrolled in the school for the second part of the academic year.

Input from GCCA stakeholders remained consistent with previous years. Surveys, information sessions and input sessions indicate continued approval of and satisfaction with the following services and actions provided by GCCA:

- Access to technology resources
- Dropout prevention activities

- Safe school climate/environment
- Culturally relevant course content in the curriculum
- Resources for advanced students
- Effective student leadership opportunities
- Effective student discipline
- Home to school communication
- Effective plan for suspensions/expulsions
- Preventative behavior interventions

Students and responding parents reported satisfaction with:

- Access to community college courses
- Guidance program
- Intervention programs
- Effective summer school program
- Attendance motivation

As part of the school's charter renewal petition, the Director provided a full report and presentations to the Riverside County Board of Education detailing the progress made to date on 2017-18 LCAP goals and planned actions and services and documenting the completion of all actions and services identified in the 2017-18 LCAP.

A public hearing to review 2018-19 LCAP development was held during the May 2018 board meeting, allowing any additional members of the public who did not comment previously to provide testimony for the development of the LCAP update.

**June 2018**

At the June GCCA Board of Directors meeting, Directors took action to approve the submission of the 2018-19 LCAP and Annual Update.

## Impact on LCAP and Annual Update

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

The process used to inform our LCAP is multifaceted, and comes from a variety of sources: students, teachers, counselors, instructional support staff, parents, college and community stakeholders and partners, and school leadership and staff.

Stakeholder involvement confirmed our direction and priorities for the coming year. Our focus on college and career readiness and access to community college courses will remain our highest priority. The level of satisfaction with most areas of our program were similar to last year, and the addition of support services in the form of transportation, technology access, nutrition availability, language barriers, have been determined to be successful enough to continue. In the coming year, stakeholders concluded that support for the following was necessary, and our plan for the coming year includes these additions:

- Effective instructional practices training and coaching
- Increased access to curriculum through an extended school year (summer school)
- Increased/improved instructional support
- Increased/improved EL support services
- Improved attendance interventions
- Improved early academic interventions
- Increased instructional technology resources for EL and SPED students
- Increased transportation support
- Increased nutritional support

# Goals, Actions, & Services

Modified

## Goal 1

GCCA students will demonstrate the acquisition of academic skills *and knowledge* aligned with the state standards

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8  
 Local Priorities: Three year completion, high school and college course completion

### Identified Need:

GCCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in obtaining their high school diplomas

### Expected Annual Measureable Outcomes

| Metrics/Indicators              | Baseline     | 2017-18      | 2018-19      | 2019-20  |
|---------------------------------|--------------|--------------|--------------|--|
| ELL ELPAC Proficiency           | TBD          | 55 percent   | 60 percent   | Not required for charter schools with one year budgets |
| GCCA three year completion rate | 32.6 percent | 32.8 percent | 35.5 percent | Not required for charter schools with one year budgets |

|                                 |            |            |            |  |
|---------------------------------|------------|------------|------------|--|
| High School Course success rate | 65 percent | 68 percent | 71 percent | Not required for charter schools with one year budgets |
| College course success rate     | 66 percent | 74 percent | 77 percent | Not required for charter schools with one year budgets |

## Planned Actions / Services

### 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)

All

**Location(s):**

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

School

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    |
|   | Modified  | Not required for charter schools with one year budgets |

|                          |  |  |
|--------------------------|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services                               |
|                          | Recruit, hire, train, supervise, and evaluate highly qualified staff. Verify credentials annually. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19                                       | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$313,074                                     | Not required for charter schools with one year budgets |
| Source           |         | Base/EPA                                      | Not required for charter schools with one year budgets |
| Budget Reference |         | 62100000011010001100<br>621001400011010001100 | [Add budget reference here]                            |

**Action 2**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|           |           |  |
|-----------|-----------|--|
| Unchanged | Unchanged | Not required for charter schools with one year budgets |
|-----------|-----------|--|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |
|--|--|
| Implement standards based curriculum aligned to state standards. | Not required for charter schools with one year budgets |
|--|--|

**Budgeted Expenditures**

|        |         |                       |  |
|--------|---------|-----------------------|--|
| Year   | 2017-18 | 2018-19               | 2019-20  |
| Amount |         | \$313,074 (Duplicate) | Not required for charter schools with one year budgets |

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Source           |         | Base/EPA  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010001100<br>6210014000111010001100 | [Add budget reference here]                            |

### Action 3

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)

All

#### Location(s):

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

School

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

Modified

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

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

Not required for charter schools with one year budgets

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services                               |
|--------------------------|--|--|
|                          | Provide skill building activities incorporated into curriculum and instructional strategies designed to help students overcome self-defeating behaviors and beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. Provide multiple points of entry, including a summer school program for all students, for them to learn, reason, and problem solve by promoting habits such as setting SMART goals, organization, and self-advocacy. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$313,074 (Duplicate)<br>\$18,964.16                                      | Not required for charter schools with one year budgets |
| Source           |         | Base/EPA  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010001100<br>6210014000111010001100<br>6210000000111010001120 | Not required for charter schools with one year budgets |

## Action 4

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)

All

### Location(s):

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

Foundation year

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

Unchanged

Not required for charter schools with one year budgets

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide 1.0 FTE English Language Instructional Coach to help students in the Foundation term, college English classes, and other classes such as social studies.

Not required for charter schools with one year budgets

### Budgeted Expenditures

| Year             | 2017-18 | 2018-19                    | 2019-20  |
|------------------|---------|----------------------------|--|
| Amount           |         | \$39,861                   | Not required for charter schools with one year budgets |
| Source           |         | Supplemental Concentration | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010002100      | Not required for charter schools with one year budgets |

### Action 5

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)

All

#### Location(s):

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

School

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    |
|   | Unchanged   | Not required for charter schools with one year budgets |

|                          |   |  |
|--------------------------|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|                          | Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

|                  |         |                 |  |
|------------------|---------|-----------------|--|
| Year             | 2017-18 | 2018-19         | 2019-20  |
| Amount           |         | 0               | Not required for charter schools with one year budgets |
| Source           |         | Provided by RCC | Not required for charter schools with one year budgets |
| Budget Reference |         |                 | Not required for charter schools with one year budgets |

**Action 6**

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)

Students with Disabilities

**Location(s):**

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

School

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

Not required for charter schools with one year budgets

Provide 1.0 FTE Instructional Support Coordinator to oversee program to meet the needs of students requiring specialized academic instruction.

Not required for charter schools with one year budgets

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$72,263   | Not required for charter schools with one year budgets |
| Source           |         | Special Education/Supplemental/Concentration                               | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210065000577011201100<br>6210033100577011201100<br>6210000000111010001100 | [Add budget reference here]                            |

## Action 7

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)

Students with Disabilities

### Location(s):

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

School

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)

|   |   |  |
|---|---|--|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20    |
|   | Unchanged   | Not required for charter schools with one year budgets |

|                          |   |  |
|--------------------------|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|                          | Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19                | 2019-20  |
|------------------|---------|------------------------|--|
| Amount           |         | \$25,000               | Not required for charter schools with one year budgets |
| Source           |         | Special Education      | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210065000577011905800 | Not required for charter schools with one year budgets |

**Action 8**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|           |           |  |
|-----------|-----------|--|
| Unchanged | Unchanged | Not required for charter schools with one year budgets |
|-----------|-----------|--|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Maintain SIS to analyze data and tailor student interventions.

Not required for charter schools with one year budgets

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

|        |  |         |  |
|--------|--|---------|--|
| Amount |  | \$6,200 | Not required for charter schools with one year budgets |
|--------|--|---------|--|

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010005300 | Not required for charter schools with one year budgets |

## Action 9

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)

All

### Location(s):

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

School

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    |
|   | Modified  | Not required for charter schools with one year budgets |

|                          |  |  |
|--------------------------|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services                               |
|                          | Hire curriculum and instructional coach consultant to enhance instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

|                  |         |                       |  |
|------------------|---------|-----------------------|--|
| Year             | 2017-18 | 2018-19               | 2019-20  |
| Amount           |         | \$25,000              | Not required for charter schools with one year budgets |
| Source           |         | Base/EPA              | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010005815 | Not required for charter schools with one year budgets |

## Action 10

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)

All

### Location(s):

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

School

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

Modified (additional/advanced training)

Not required for charter schools with one year budgets

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct professional development to improve instruction:

- Effective Classroom Management
- Data Driven Instruction
- Common Core State Standards for English Language Arts
- Common Core State Standards for

Not required for charter schools with one year budgets

| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services |
|--------------------------|---|--------------------------|
|                          | <ul style="list-style-type: none"> <li>Mathematics</li> <li>Social Sciences (Common Core State Standards/ELA)</li> <li>Content Specific Knowledge Workshops</li> <li>English Language Development Instructional Strategies</li> <li>Career Technical Education</li> <li>Next Generation Science Standards</li> <li>Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>Professional learning communities</li> <li>SPED Instructional strategies</li> <li>Alternative education best practices</li> </ul> |                          |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$32,500  | Not required for charter schools with one year budgets |
| Source           |         | Base, Career Readiness Grant                    | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010005200<br>6210062640111010005200 | Not required for charter schools with one year budgets |

# Action 11

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)

All

**Location(s):**

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

School

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

Unchanged

Not required for charter schools with one year budgets

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Evaluate need and purchase texts and materials aligned to the standards.

Not required for charter schools with one year budgets

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$42,171   | Not required for charter schools with one year budgets |
| Source           |         | Base, Lottery, EPA   | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210000000111010004200<br>6210000000111010004300<br>6210014000111010004100 | Not required for charter schools with one year budgets |

## Action 12

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)

All

### Location(s):

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

School

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)

|   |   |  |
|---|---|--|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20    |
|   | Unchanged   | Not required for charter schools with one year budgets |

|                          |  |  |
|--------------------------|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services                               |
|                          | Modify GCCA courses as appropriate to enhance alignment to RCC academic standards as well as CCSS. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

|                  |         |                       |  |
|------------------|---------|-----------------------|--|
| Year             | 2017-18 | 2018-19               | 2019-20  |
| Amount           |         | \$68,512 (Duplicate)  | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010001100 | [Add budget reference here]                            |

**Action 13**

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

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**OR**

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

|  |  |   |
|--|--|---|
| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income) | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | <b>Location(s):</b><br>(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    |
|   | Unchanged   | Not required for charter schools with one year budgets |

|                          |   |  |
|--------------------------|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|                          | Provide 1:1 ratio of Chromebooks for second term students through grade 12. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

|        |         |         |  |
|--------|---------|---------|--|
| Year   | 2017-18 | 2018-19 | 2019-20  |
| Amount |         | \$5,000 | Not required for charter schools with one year budgets |
| Source |         | Base    | Not required for charter schools with one year budgets |

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Budget Reference |         | 621000000111010004310 | Not required for charter schools with one year budgets |

## Action 14

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

### Students to be Served:

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

### Location(s):

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

All

School

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

Unchanged

Not required for charter schools with one year budgets

| 2017-18 Actions/Services | 2018-19 Actions/Services                                  | 2019-20 Actions/Services                               |
|--------------------------|---|--|
|                          | Use RCC security (campus police) and janitorial services. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19         | 2019-20  |
|------------------|---------|-----------------|--|
| Amount           |         | \$0             | Not required for charter schools with one year budgets |
| Source           |         | Provided by RCC | Not required for charter schools with one year budgets |
| Budget Reference |         |                 | Not required for charter schools with one year budgets |

**Action 15**

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)

All

**Location(s):**

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

School

**OR**

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

| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income) | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  | <b>Location(s):</b><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|--|---|---|
|  |   |   |
| <b>Actions/Services</b>  |   |   |
| Select from New, Modified, or Unchanged for 2017-18  | Select from New, Modified, or Unchanged for 2018-19   | Select from New, Modified, or Unchanged for 2019-20   |
| Unchanged  | Unchanged   | Not required for charter schools with one year budgets  |
| 2017-18 Actions/Services   | 2018-19 Actions/Services  | 2019-20 Actions/Services  |
|  | Conduct the following extracurricular and support activities to promote student academic interest and to promote a strong school community: <ul style="list-style-type: none"> <li>• Welcome week (Fall and Spring semesters)</li> <li>• End of term awards</li> <li>• Fox Theater Broadway Series</li> <li>• Young Men's Conference</li> <li>• County Youth Summit</li> <li>• Course specific field trips</li> <li>• End of Semester and Finish Strong activities</li> <li>• RCC Resource Day</li> </ul> | Not required for charter schools with one year budgets  |

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$15,000   | Not required for charter schools with one year budgets |
| Source           |         | Base   | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210000000111010004300<br>6210000000111010005800<br>6210000000111037004700 | Not required for charter schools with one year budgets |

## Action 16

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)

All

### Location(s):

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

School

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)

| 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    |
|---|---|--|
|   | Modified  | Not required for charter schools with one year budgets |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|   | <p>Assistant Director to coordinate interventions and oversee:</p> <ul style="list-style-type: none"> <li>• Improved teacher planning and involvement in promoting regular daily attendance</li> <li>• Collaboration between teachers, counselors and administrators in communicating and actively promoting good attendance habits</li> <li>• Home notifications using integrated school information system software</li> <li>• Timely counselor solution focused interventions including parent involvement when legally allowed (students under 18)</li> </ul> | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year   | 2017-18 | 2018-19                          | 2019-20  |
|--------|---------|----------------------------------|--|
| Amount |         | \$ 88,812<br>\$6,200 (Duplicate) | Not required for charter schools with one year budgets |

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Source           |         | Base   | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111021001300<br>621000000111010005300 | Not required for charter schools with one year budgets |

## Action 17

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)

|                  |             |        |
|------------------|-------------|--------|
| English Learners | School wide | School |
|------------------|-------------|--------|

### Actions/Services

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

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

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

|  |           |  |
|--|-----------|--|
|  | Unchanged | Not required for charter schools with one year budgets |
|--|-----------|--|

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services                               |
|--------------------------|--|--|
|                          | Continue Parent Academy workshops/open forums for parents to attend on a monthly basis throughout the school year. Parents will have a forum to communicate their concerns and ideas and will also be provided information on parenting development. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$2,500               | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010005815 | Not required for charter schools with one year budgets |

**Action 18**

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:

|  |  |   |
|--|--|---|
| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income) | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | <b>Location(s):</b><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learner families   | School wide  | School  |

**Actions/Services**

|   |   |  |
|---|---|--|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20    |
|   | Unchanged   | Not required for charter schools with one year budgets |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services                            | 2019-20 Actions/Services                               |
|   | Provide interpreters for all parent activities.     | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

|        |         |                              |  |
|--------|---------|------------------------------|--|
| Year   | 2017-18 | 2018-19                      | 2019-20  |
| Amount |         | \$131,246 (Duplicate)        | Not required for charter schools with one year budgets |
| Source |         | Base College Readiness Grant | Not required for charter schools with one year budgets |

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Budget Reference |         | 621000000111031101200<br>6210073380111031101200 | Not required for charter schools with one year budgets |

## Action 19

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)

|                          |             |        |
|--------------------------|-------------|--------|
| English learner families | School wide | School |
|--------------------------|-------------|--------|

### Actions/Services

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

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

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

|  |           |  |
|--|-----------|--|
|  | Unchanged | Not required for charter schools with one year budgets |
|--|-----------|--|

| 2017-18 Actions/Services | 2018-19 Actions/Services                         | 2019-20 Actions/Services                               |
|--------------------------|--|--|
|                          | Provide school website parent portal in Spanish. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$6,200 (Duplicate)   | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010005300 | Not required for charter schools with one year budgets |

**Action 20**

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:

| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income) | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))   | <b>Location(s):</b><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|--|--|---|
| English learners   | School wide  | School  |
| <b>Actions/Services</b>  |  |   |
| 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   |
|  | Modified   | Not required for charter schools with one year budgets  |
| 2017-18 Actions/Services   | 2018-19 Actions/Services   | 2019-20 Actions/Services  |
|  | Provide 1.0 FTE Instructional Support Coordinator to ensure all legal requirements and student needs are met for English Learners (“EL”) as pertains to annual notification to parents, student identification, placement, program options, and Integrated EL instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. | Not required for charter schools with one year budgets  |

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$72,263 (Duplicate)                             | Not required for charter schools with one year budgets |
| Source           |         | Special Education/Supplemental/Concentration     | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210065000577011201100<br>6210033100577011201100 | Not required for charter schools with one year budgets |

## Action 21

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)

|                  |             |        |
|------------------|-------------|--------|
| English Learners | School wide | School |
|------------------|-------------|--------|

## Actions/Services

|   |   |  |
|---|---|--|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20    |
|   | Unchanged   | Not required for charter schools with one year budgets |

|                          |   |  |
|--------------------------|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|                          | Provide the English Learner Mainstream Program option for students who are learning English as a second language. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$39,861 (Duplicate)<br>\$72,308.52            | Not required for charter schools with one year budgets |
| Source           |         | Supplemental                                   | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010002100<br>621000000111010001100 | Not required for charter schools with one year budgets |

**Action 22**

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):

[Empty input field for Student Selection]

[Empty input field for Location Selection]

**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)

English learners

School wide

School

**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

[Empty input field for 2017-18 Selection]

Modified

Not required for charter schools with one year budgets

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty input field for 2017-18 Description]

Provide 1.7 FTE Instructional Aides under the supervision of Instructional Support Coordinator to provide 1:1 support for EL students both in class and before/after school.  
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy

Not required for charter schools with one year budgets

| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services |
|--------------------------|---|--------------------------|
|                          | development. Provide “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction. |                          |

| Budgeted Expenditures   | 2017-18 | 2018-19   | 2019-20  |
|-------------------------|---------|---|--|
| <b>Year</b>             |         |   |  |
| <b>Amount</b>           |         | \$39,861 (Duplicate)<br>\$72,308.52 (Duplicate) | Not required for charter schools with one year budgets |
| <b>Source</b>           |         | Supplemental                                    | Not required for charter schools with one year budgets |
| <b>Budget Reference</b> |         | 621000000111010002100<br>621000000111010001100  | Not required for charter schools with one year budgets |

## Action 23

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:

**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)

|  |   |  |
|--|---|--|
| <p>English Learners</p>  | <p>School wide</p>  | <p>School</p>  |
| <p><b>Actions/Services</b><br/>Select from New, Modified, or Unchanged for 2017-18</p> | <p>Select from New, Modified, or Unchanged for 2018-19<br/><br/>Unchanged</p> | <p>Select from New, Modified, or Unchanged for 2019-20<br/><br/>Not required for charter schools with one year budgets</p> |

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

|  |  |   |
|--|--|---|
|  | <p>Identify EL students upon enrollment<br/><br/>Review students' progress toward English language acquisition.<br/><br/>Provide ELD instruction and interventions as necessary including individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the instructional</p> | <p>Not required for charter schools with one year budgets</p> |
|--|--|---|

**2017-18 Actions/Services**      **2018-19 Actions/Services**      **2019-20 Actions/Services**

Programs for English Learners;

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$39,861 (Duplicate)<br>\$72,308.52 (Duplicate) | Not required for charter schools with one year budgets |
| Source           |         | Supplemental                                    | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010002100<br>621000000111010001100  | Not required for charter schools with one year budgets |

**Action 24**

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)

English Learners

School wide

School

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19       | Select from New, Modified, or Unchanged for 2019-20    |
|---|---|--|
|   | Unchanged   | Not required for charter schools with one year budgets |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services                                  | 2019-20 Actions/Services                               |
|   | Conduct reclassification procedures using ELPAC criteria. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19                 | 2019-20  |
|------------------|---------|-------------------------|--|
| Amount           |         | \$22,199.40 (Duplicate) | Not required for charter schools with one year budgets |
| Source           |         | Supplemental            | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010001100   | Not required for charter schools with one year budgets |

New

## Goal 2

GCCA students will be prepared for college and career.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities: Three year completion rate, college units earned, and high school and college course success

### Identified Need:

GCCA students need to identify themselves as college goers, and find relevance in attending high school to achieve post secondary goals.

### Expected Annual Measureable Outcomes

| Metrics/Indicators                 | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|----------|---------|---------|---------|
| Three year completion rate         | 32.6%    | 32.8%   | 35%     |         |
| HS course success rate             | 65%      | 68%     | 71%     |         |
| College course success rate        | 66%      | 74%     | 77%     |         |
| College units earned by graduation | 11.1     | 12.6    | 14      |         |

|  |      |      |      |
|--|------|------|------|
| Student Survey<br>(Youth Truth)<br>(5 point scale)<br>Career readiness | 3.81 | 3.84 | 3.89 |
|--|------|------|------|

## Planned Actions / Services

### 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)

All

#### Location(s):

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

School

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

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services |
|--------------------------|--|--------------------------|
|                          | Conduct Introduction to College and College Success Strategies classes during which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, take effective notes, study for tests, and juggle school, work, and family life. |                          |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$176,805 (Duplicate) | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111031101200 | Not required for charter schools with one year budgets |

**Action 2**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|  |          |  |
|--|----------|--|
|  | Modified |  |
|--|----------|--|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |  |
|--|--|--|
|  | Provide college admissions application support to students and parents including financial aid seminars and college application support. |  |
|--|--|--|

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$64,059 (Duplicate)  | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111031101200 | Not required for charter schools with one year budgets |

### Action 3

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)

All

#### Location(s):

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

School

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    |
|   | Modified  | Not required for charter schools with one year budgets |

|                          |   |  |
|--------------------------|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services                               |
|                          | Facilitate the transition to college by ensuring that students are attaining college ready academic skills in math and English Language Arts. | Not required for charter schools with one year budgets |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$313,074 (Duplicate)                           | Not required for charter schools with one year budgets |
| Source           |         | Base/EPA  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010001100<br>6210014000111010001100 | Not required for charter schools with one year budgets |

**Action 4**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|           |  |  |
|-----------|--|--|
| Unchanged |  |  |
|-----------|--|--|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop partnerships with local organizations to build career exploration activities/programs. Connect students to career readiness activities including internships and apprenticeships that relate to their fields of interest.

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$88,812 (Duplicate)  | Not required for charter schools with one year budgets |
| Source           |         | Base                  | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111021001300 | Not required for charter schools with one year budgets |

## Action 5

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)

All

### Location(s):

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

School

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)

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19          | Select from New, Modified, or Unchanged for 2019-20 |
|---|--|---|
| Unchanged   | Unchanged  |   |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services                                     | 2019-20 Actions/Services                            |
|   | Conduct college and career exploration tours and activities. |   |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$25,902.75   | Not required for charter schools with one year budgets |
| Source           |         | College Readiness Grant   | Not required for charter schools with one year budgets |
| Budget Reference |         | 62100733800000000004300<br>62100733800000000005200<br>62100733800000000005800<br>62100733800000000001200<br>62100733800000000003100 | Not required for charter schools with one year budgets |

## Action 6

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)

All

### Location(s):

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

School

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct Career Fairs.

| Year             | 2017-18 | 2018-19               | 2019-20  |
|------------------|---------|-----------------------|--|
| Amount           |         | \$0 (provided by RCC) | Not required for charter schools with one year budgets |
| Source           |         |                       | Not required for charter schools with one year budgets |
| Budget Reference |         |                       | Not required for charter schools with one year budgets |

Modified

### Goal 3 (Originally Goal 2)

GCCA students will complete the GCCA Foundation program to develop the skills and internal motivation necessary to complete high school and begin college level work.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7

Local Priorities: Three year completion rate, high school, and college course success

#### Identified Need:

GCCA students need additional support and training to manage academic demands of high school and to have the foundational skills necessary to achieve postsecondary success.

#### Expected Annual Measureable Outcomes

| Metrics/Indicators  | Baseline | 2017-18             | 2018-19    | 2019-20 |
|---|----------|---------------------|------------|---------|
| Goal 1 metrics (completion rate, course success)            |          |                     | See Goal 1 |         |
| School Dashboard State Indicator: Suspension Rate Indicator |          | Less than 1 percent | Blue       |         |

|  |              |            |            |
|--|--------------|------------|------------|
| Expulsion rate   | 0 percent    | 0 percent  | 0 percent  |
| Attendance rate  | 88.3 percent | 87 percent | 89 percent |
| Student Survey (Youth Truth) (5 point scale)<br>Student engagement | 3.95         | 3.96       | 4.0        |
| Student Survey (Youth Truth) (5 point scale)<br>academic rigor     | 4.08         | 4.10       | 4.16       |
| Student Survey (Youth Truth) (5 point scale)<br>School Culture     | 3.85         | 3.75       | 3.90       |

## Planned Actions / Services

### 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)

First year students

**Location(s):**

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

School

**OR**

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

| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income) | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))                 | <b>Location(s):</b><br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |  |
|--|--|---|--|
|  |  |   |  |
| <b>Actions/Services</b>  |  |   |  |
| Select from New, Modified, or Unchanged for 2017-18  | Select from New, Modified, or Unchanged for 2018-19  | Select from New, Modified, or Unchanged for 2019-20   |  |
|  | Unchanged  |   |  |
| 2017-18 Actions/Services   | 2018-19 Actions/Services   | 2019-20 Actions/Services  |  |
|  | Implement small learning communities to develop individual personalized plans to prepare students for postsecondary success. |   |  |
| <b>Budgeted Expenditures</b>   |  |   |  |
| Year   | 2017-18  | 2018-19   | 2019-20  |
| Amount   |  | \$293,962 (Duplicate)   | Not required for charter schools with one year budgets |
| Source   |  | Base  | Not required for charter schools with one year budgets |

| Year             | 2017-18 | 2018-19                | 2019-20  |
|------------------|---------|------------------------|--|
| Budget Reference |         | 6210000001110311011200 | Not required for charter schools with one year budgets |

## Action 2

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)

First year students

### Location(s):

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

School

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

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services |
|--------------------------|--|--------------------------|
|                          | Under the direction of the Instructional Support Coordinator: provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day. |                          |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19   | 2019-20  |
|------------------|---------|---|--|
| Amount           |         | \$39,861 (Duplicate)<br>\$72,308.52 (Duplicate) | Not required for charter schools with one year budgets |
| Source           |         | Supplemental Concentration                      | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111010002100<br>621000000111010001100  | Not required for charter schools with one year budgets |

**Action 3**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|  |          |
|--|----------|
|  | Modified |
|--|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |  |
|--|--|--|
|  | Provide 5.0 FTE Counseling staff: <ul style="list-style-type: none"> <li>• Advise students on program requirements</li> <li>• Develop student's academic goals</li> <li>• Evaluate student's academic history and education, including transcript evaluation</li> <li>• Introduce students to resources available throughout RCC.</li> <li>• Meet with students and parents to ensure student success</li> </ul> |  |
|--|--|--|

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services |
|--------------------------|--|--------------------------|
|                          | <ul style="list-style-type: none"> <li>• Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class, including transportation support (bus passes) and nutrition assistance (snack pantry)</li> <li>• Help students access needed counseling services, support networks, community health, or housing services</li> <li>• Organize field trips and special campus events</li> </ul> |                          |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$308,051  | Not required for charter schools with one year budgets |
| Source           |         | Base Supplemental/Concentration  | Not required for charter schools with one year budgets |
| Budget Reference |         | 6210000001110311011200<br>621000000111010005800<br>621000000111037004700 | Not required for charter schools with one year budgets |

**Action 4**

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)

|     |        |
|-----|--------|
| All | School |
|-----|--------|

**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

|           |           |  |
|-----------|-----------|--|
| Unchanged | Unchanged |  |
|-----------|-----------|--|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |  |
|--|--|--|
|  | <p>Track attendance/absence data and interventions including the use of weekly attendance reports.</p> <p>Employ the following interventions to promote regular attendance:</p> <ul style="list-style-type: none"> <li>• Collaboration between teachers, counselors and administrators in communicating and actively promoting good attendance habits</li> </ul> |  |
|--|--|--|

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services |
|--------------------------|--|--------------------------|
|                          | <ul style="list-style-type: none"> <li>• Home notifications using integrated school information system software</li> <li>• Timely counselor solution focused interventions including parent involvement when legally allowed (students under 18)</li> <li>• To prevent students from dropping out, track struggling closely and make appropriate referrals for support where indicated.</li> </ul> |                          |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19                                      | 2019-20  |
|------------------|---------|--|--|
| Amount           |         | \$ 88,812 (Duplicate)<br>\$6,200 (Duplicate) | Not required for charter schools with one year budgets |
| Source           |         | Base   | Not required for charter schools with one year budgets |
| Budget Reference |         | 621000000111021001300                        | Not required for charter schools with one year budgets |

# 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

\$201,388.00 in Supplemental funding  
\$75,950.00 in Concentration funding

Required: 18.26 percent  
Actual: 19.94 percent

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).

Targeted EL:

- .3 FTE Instructional Support Coordinator- \$22,199.40
- 1.74 FTE Instructional Aides- \$50,109.12
- FTE English Language Instructional Coach- \$39,861
- Increased instructional materials for ELD instruction- \$1,000

Schoolwide:

- Increased instructional technology resources (Kurzweil 3000 w/scanner)- \$4,500
- Increased transportation support (bus passes)- \$2,000
- Increased nutrition support program- \$10,000
- .5 FTE teacher will be provided to deliver English Language Development support- \$28,531
- 2.0 FTE Counselors for intensive academic support and engagement services- \$129,994

# 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](mailto: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/fq/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. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of 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.