

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

Elk Grove Charter School

Marc LaVine – Principal

mlavine@egusd.net

916-7141-1653

2017-20 Plan Summary

The Story

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

Elk Grove Charter School (EGCS) was authorized in 1999 by Elk Grove Unified School District (EGUSD) as an alternative to EGUSD's comprehensive and continuation programs. EGCS is the only charter secondary school authorized by EGUSD. It combines the personal connections, credit recovery, and flexible schedule of an independent study model with the support of a traditional classroom for a hybrid delivery model.

EGCS accepts all students who live within EGUSD and adjacent school districts. The most often cited reasons for enrollment are credit recovery, flexibility, and the need for a new environment. Students who typically succeed at the highest levels at EGCS are able to work independently, have high levels of literacy, and have complex problem-solving skills.

LCAP Highlights

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

EGCS adopted the same main strategic goals at EGUSD: instruction and curriculum, assessment, environment, and engagement. However, the school has developed school specific measurements and actions in order to address the goals. LCAP actions and services are managed the school's leadership team who monitors both outcome and perception data. All staff members play an important role in determining the plan and monitoring its progress. The school's advisory council has established and LCAP standing agenda item and are apprised of progress, and needs at every monthly meeting.

As part of ongoing school improvement, student learning and the annual progress reports were discussed regularly at staff meeting, leadership meetings, and Advisory Council meetings. This process provides all stakeholders the opportunity to review and provide feedback on LCAP goals, outcomes, and projects.

This year's LCAP benefited from the school's added focus on preparing for the site's WASC accreditation visit. Specifically, the school's organizational shift away from a site-based curriculum and instructional coaching model increased the input and influence of the site's content based professional learning communities (PLC). Curriculum development and all LCAP actions and services associated with curriculum were shifted to the PLCs. In addition, the school continued to address truancy and discipline through the school's PBIS program and district training on Restorative Justice.

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

ELA SBAC schoolwide results EGCS improved by 5 points on the scale score for distance from met ('16 EGCS was 18 points away and in '17 EGCS was 13 points away). EGCS decreased in total percentage that met or exceeded standard from 45% in '16 and 42% in '17. However, the percentage of students exceeding increased by 3% from 10%-13%.

Schoolwide math results for the distance from met based on the scale score increased from -102 points in '16 to -116 points in '17. However, the percentage of students who both met and exceeded standards increased from 10% in '16 to 12% in '17. The increase was in students who met standards as the number of students that exceeded standards stayed the same.

EGCS shifted its EL intervention model to a more structured "workshop" for identified EL students. In addition, at-risk students across all sub-groups and in grades 7-10 were identified and placed in a literacy intervention course that meets twice a week.

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

Graduation rate is in the orange for all students at 71.2% (-1.3% decline), socioeconomically disadvantaged students at 68% (-.3) and for white students at 73.3% (-2.7% decline). English learner progress was in the yellow at 73.3% making progress, but represents a -18.3% decline. Due to EGCS's small enrollment the data is often not statistically significant enough to produce actionable decisions. However, for English Language arts in grades 7/8 for all students and socioeconomically disadvantaged students, EGCS scored in the low range

with 10.1 and 25.6 points below level 3 respectively. Mathematics in grades 7/8 had the same trend with students scoring below the level 3 range for all students and socioeconomically disadvantaged (70.6 and 98.3 points respectively). However, in mathematics EGCS students improved +40 points for all students and +12.8 points for socioeconomically disadvantaged. In grade 11 ELA, EGCS students are only .5 points below level 3 and increased +52.6 points. Regardless of the improvement, EGCS still needs to focus on this area. In addition, mathematics for grade 11 saw a +26.2 point increase, but is still 106.2 points below level 3. Continued focus on curriculum development and vertical alignment is planned to address this need, and to continue with a more defined structure to assist EL and socioeconomically disadvantaged students.

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

Performance Gaps

EGCS’s small school size and low enrollment makes data analysis difficult. Often there are not enough students in each subgroup to yield data. There are no gaps between the published student groups of two or more performance levels. The rubric only displays data for all students, socioeconomically disadvantaged, white and Hispanic students and there is no gap between these student groups.

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

Services for low-income students will be improved through stronger data collection and identification. Currently, EGCS does not collect yearly income data; implementing this data collection process will provide the school with more complete data to make decisions and develop specific programs to meet the needs of low-income students. In addition, EGCS will research the typical barriers to access for low-income, EL and Foster youth and work to address those barriers. As an example, transportation is a known issue for the school’s student groups. EL students will continue to benefit from structured English support classes and curriculum development across content areas.

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	\$ 2,325,039
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,272,253

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.

Budget expenditures from the general fund that were not addressed in the LCAP have to do with indirect costs to EGUSD that include support from district departments and more specifically oversight from the district’s charter school department.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 2,431,162

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

All students will receive high quality instruction and curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: na

Annual Measureable Outcomes

Expected	Actual
10% increase in the number of students on-track status by grade level	<ul style="list-style-type: none">On track status by grade level (CBEDS students)<ul style="list-style-type: none">10th grade % = 61.5% = 13.5% decrease11th grade % = 50% = 2.1% decrease12th grade % = 42.7% = 32.6% decrease
10% increase in grade performance in a-g and non-a-g courses	<ul style="list-style-type: none">Grade performance for Semester 1<ul style="list-style-type: none">83.4 % of students earning > 75% in a-g courses = 0.1% decrease76 % of students earning > 85% in non-a-g courses=1.2% increase
5% increase in the graduation rate	<ul style="list-style-type: none">2016 graduation rate is 70.6% = 3.2% decrease

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop literacy program and curriculum</p> <ul style="list-style-type: none"> Expand literacy curriculum Performance tasks development, implementation and analysis Development of literacy intervention programs and strategies 	<ul style="list-style-type: none"> Full implementation of TBEAR writing and evaluation program. ISP teachers received further training in TBEAR writing strategies in support of Common Core Standards, including evaluation techniques utilizing rubrics and anchor papers, as well as intervention strategies.. Common literacy development assessments were given to all students throughout the school year (6 cycles). Analysis of these assessments were used by staff to evaluate progress and guide instruction. Additional common literacy development assignments were created and implemented in all social science courses. Students were required to complete at least two literacy based performance tasks per academic subject areas. Performance tasks in all social science courses were revised to increase literacy and will be implemented in the 2018/2019 school year Developed and implemented ELA curriculum in Studysync program-- fully implemented in 7-10 	<p>\$15,000</p>	<p>\$15,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>workshops. Grade 11-12 syllabi aligned to StudySync and piloted during Semester 2. .</p> <ul style="list-style-type: none"> Students enrolled in ELA intervention workshop based on the following data points: SBAC score, EGUSD Spelling Inventory, PAR assessment, and TOSCRF (Test of Silent Contextual Reading Fluency). 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand Course Offerings:</p> <ul style="list-style-type: none"> Determine fundamental standards/skills across content areas Develop and implement curriculum development and management model Increase a-g course offerings by developing/purchasing curriculum Develop/purchase and implement alternative course offerings including curriculum and supplemental materials Develop/purchase and implement CTE program at EGCS Provide teacher stipends to develop courses 	<ul style="list-style-type: none"> Curriculum development and management model was designed and implemented ensuring that teachers who developed courses had access to needed criteria, and that all new course textbooks were district approved. Alternative Economics and American Government courses were developed and implemented. A-G Mythology course was developed and teacher training provided. Course will be implemented in 2018-2019 school year when school has purchased student textbooks. Adolescent Development and Personal Fitness courses were 	<p>\$25,000</p>	<p>\$24,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Provide teacher training per each course developed. 	<p>developed and implemented. Teacher training was provided in staff meetings.</p> <ul style="list-style-type: none"> Partial course development in “Life After High School” and “Exploring Culture Through Literature.” The targeted implementation is fall semester of the 2018-2019 school year. Teachers who developed courses were provided stipends. Perception data was gathered from students, teachers and parents regarding further course development. This data will help guide course development during the 2018-2019 school year. 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement math intervention program:</p> <ul style="list-style-type: none"> Evaluate and Revise scope and sequence of EGCS math requirements Create and implement additional math courses and workshop offerings 	<ul style="list-style-type: none"> EGCS revised the scope and sequence of math requirements. A flow chart was created and incorporated. ISP teachers were trained in the utilization of the flow chart when placing students in the appropriate Math courses. 	\$15,000	\$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Develop and implement diagnostic and intervention policies and practices 	<ul style="list-style-type: none"> Two additional math courses were developed and implemented: Applied Math and Math 3. IXL in workshop classes was implemented as a diagnostic and intervention tool. Students struggling in both workshop courses and independent study courses were assigned math labs as an intervention tool. In these labs, students had the opportunity to be tutored based on individual needs. 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>English Learner Intervention and Support Program:</p> <ul style="list-style-type: none"> Provide English workshop for all identified English Learners Develop data tracking and analysis model to inform decisions Train staff on EL process, procedures, and best practices. Four staff meetings for 25 staff members Purchase supplemental curriculum and materials for identified English Learners 	<ul style="list-style-type: none"> students are enrolled in and earn elective English credits. All students who are designated are placed into this program have access to an English teacher who assists them at their current level. Students in the EL course are assessed to determine each student's learning needs. Students are assigned the appropriate book in either Inside (middle school) or Edge (high school). EL students take formative and summative 	\$7,630	\$7,630

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>assessments such as writing essays, taking vocabulary review quizzes, and completing all required testing.</p> <ul style="list-style-type: none"> EGCS uses an EL Redesignation Sheet on Google Sheets to monitor and track redesignations EGUSD utilizes Synergy to monitor all EL Student Reports. Two training sessions for staff occurred. The first training session included detailed information on the EL program including designation and redesignation procedures. Also, teachers were shown how to access EL student records on Synergy. The second training session focused on Best Practices with EL students. StudySync EL curriculum was piloted as an intervention strategy with redesignated students who were struggling in ELA courses. 		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Staffing Levels According to Student to Staff Ratios:	<ul style="list-style-type: none"> Staffing levels were maintained and alternative staffing models were explored and researched. 	\$1,980,604	\$1,931,541

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Maintain current teacher to student ratio • Develop alternative staffing models • Increase supervisory oversight 	School and district administration met to create multiple models and decisions will be made going into the 2020 petition renewal cycle.		

Analysis

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

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

The Leadership Team, PLC groups, and all staff worked together to ensure that students at EGCS received high quality instruction and curriculum. Student Literacy was supported by the development and implementation of Literacy Development Activities in cores subjects with common schoolwide formative assessments. ELA StudySync curriculum was implemented in grades 7-10. Independent StudySync syllabi were created for ELA Independent Study Courses in grades 11-12, and this program was piloted by ELA PLC teachers. The Social Science PLC group revised Performance Tasks in all Social Science courses. Further actions to achieve the goal of quality instruction and curriculum included identified students' enrollment in an ELA intervention workshop taught by a subject specialist. In addition, all EL students were enrolled in a workshop course giving them access to an English teacher who assisted them at their individual skill levels. In Math, the scope and sequence of course requirements was evaluated and revised. New Math courses were created and implemented. In addition, several additional elective courses were created and implemented. Teachers received training in instruction, specifically in instructing EL students, and in teaching writing skills throughout all subject areas.

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

The actions and services were effective in achieving the goal that all students will receive high quality instruction and curriculum. In English Language Arts, Literacy Development Assessment (TBEAR project) showed overall gains in student's analytical writing skills (gains in 4 out of 5 of the modalities assessed). All teachers continued the implementation of performance tasks in all core subject areas. Former gains in ELA SBAC were maintained. In addition, intervention programs have been successful in improving student access to high quality instruction and curriculum. By targeting specific areas of student need, EGCS intervention programs and instruction individually addressed students' skill levels, both improving instruction and enabling students' to access higher quality curriculum. Similarly, the program to support English Learners, including the EL workshop course, has resulted in individualized instruction at student skill level. In Math, scope and sequence was revised and most 11th graders were required to take a Math workshop course. This change resulted in an increase in student skills and college preparedness. These actions/services are helping the school achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The 2018/2019 LCAP will include changes to the actions and services within Goal 1. These changes will continue to be driven by the school's WASC self-study and the identified areas of growth. The school's leadership team plans to add an assessment component to Goal 1, aligning instruction and curriculum to the evaluative nature of assessment. Action items will continue to include: evaluated and revised Literacy Program Development, Expanded Course Offerings, Professional Development to help teachers meet the needs of EL students, and Math Intervention. EMOs will be revised in order to more accurately measure the effectiveness of the actions in ensuring quality curriculum and instruction.

Goal 2

All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: na

Annual Measureable Outcomes

Expected

5% increase of students meeting/exceeding standards on SBAC

Baseline year for course performance task data collection

Actual

ELA SBAC schoolwide results EGCS improved by 5 points on the scale score for distance from met ('16 EGCS was 18 points away and in '17 EGCS was 13 points away).

- EGCS decreased in total percentage that met or exceeded standard from 45% in '16 and 42% in '17. However, the percentage of students exceeding increased by 3% from 10%-13%.

Schoolwide math results for the distance from met based on the scale score increased from -102 points in '16 to -116 points in '17

- However, the percentage of students who both met and exceeded standards increased from 10% in '16 to 12% in '17. The increase was in students who met standards as the number of students that exceeded standards stayed the same.

There is no mechanism to track PT performance by grade level. This was a task for content PLC to determine how to collect and analyze the

Expected

Actual

data during the 2017-18 school year. Data will be able to be presented for the 2018-19 school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create and implement schoolwide assessment program</p> <ul style="list-style-type: none"> Create assessment roadmap for EGCS formative/summative/cumulative assessments Purchase/develop mechanism to capture course specific performance data Purchase/develop schoolwide formative assessment program PLC release time for all teachers to develop formative assessments and to analyze data Administer quarterly SBAC practice assessments in ELA/math courses 	<p>GCS performed the following tasks in relation to the development and implementation of a schoolwide assessment program:</p> <ul style="list-style-type: none"> Creation of an assessment roadmap: ISP- <ul style="list-style-type: none"> i. Formative- <ol style="list-style-type: none"> oral quizzes with scores inputted in class grade books Language Development Assessments have been developed and are used to assess students writing development every 6 weeks Summative/cumulative- <ol style="list-style-type: none"> chapter and/or unit tests with scores inputted in class gradebooks Curriculum effectiveness- <ol style="list-style-type: none"> Standards quizzes <ol style="list-style-type: none"> Google Sheets are used for giving quizzes to simplify data collection and 	<p>\$25,500</p>	<p>\$25,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>analysis by PLCs. Test banks being used for U.S. History and continued development in all Social Sciences is in process.</p> <ul style="list-style-type: none"> Classroom-Diagnostic <ol style="list-style-type: none"> Assessments have been developed by middle school classroom teachers to assess students. Data is used to drive initial instruction and support. IXL assessments are used in high school math classes as an initial diagnostic. Formative- various formative assessments are administered in the classroom from warm-ups, response cards, or various electronic based activities like Kahoot! Summative/cumulative <ol style="list-style-type: none"> Chapter and unit assessments are administered in each classroom Cumulative final assessments are administered in the classrooms. Along with all schools in EGUSD, EGCS adopted the use of Synergy as both the school's student information system and classroom gradebooks Gradebook templates were improved based on the requirements of Synergy's gradebook parameters. 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • EGCS developed a common schoolwide formative assessment program in ELA that used Literacy Development Activities (LDA) every 6 weeks. Scores for each LDA were collected in a Google sheet and analyzed by the school's ELA department and then presented to all teachers. • PLC were given release time every Wednesday for 1 hour. PLCs were given tasks at the beginning of the school year. A stipend was awarded to the PLC lead for their work and the members of the PLC were either asked to complete tasks during "non-contract time" or were allowed to timesheet the additional hours. • The school's principal and math/ELA department chairs attended the SCOE CAASPP Institute. After the institute, the department chairs administered a single ELA SBAC interim assessments about 2 months prior to the SBAC assessment to 7th, 8th, and 11th graders. Math interim assessments were given in individual math workshops for 11th graders 2 times during the school year 		

Analysis

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

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

The school's PLCs were paramount in the implementation of the actions and services for this goal. The school's transition to Synergy delayed the overall implementation of school's data collection efforts for student performance. The time and energy for Synergy training became a priority for the school over the collection of performance task data. In addition, the school adopted new ELA curriculum this school year in grades 7-10 and PLC was tasked with developing new independent study syllabi for grades 11 and 12. This too diverted the PLC's priorities. However, the PLCs were tasked with developing a formative assessment program into the new syllabi and to determine how to collect performance task data in future school years. The school's development and implementation of LDAs as common formative assessments was very successful and has given the school a mechanism to collect and analyze student performance on an identified need and priority. The use of SBAC interim assessments was also delayed due to increased training in Synergy and curriculum development. However, the department chairs have made recommendations for future school years and have stated they need more training on the CAASPP system and digital library.

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

The implementation of the formative and interim assessments will result in increased performance in the 2018 SBAC. We will see scores in the fall and will be able to determine for the 2018-19 LCAP what adjustments will need to be made. The LDA program implementation has assisted teachers in knowing where students are weak and strong in ELA and has assisted them in guiding their instruction for the year. Once again, we will be able to see the potential effectiveness of these programs with the 2018 SBAC results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The primary change to this goal based on the implementation of the actions and services and the analysis of their effectiveness is to eliminate this goal entirely in future LCAPs. The use of assessment data is essential to student success, but has been identified as an essential component of the curriculum and instruction at EGCS. Therefore, the EAMOs and actions and services in this goal will be shifted to the goal addressing curriculum and instruction. Primarily, the development of formative assessment and the SBAC interim assessments will be folded into new curriculum development and to workshop instruction. In addition, the collection and analysis of course specific performance task data will continue to be addressed as it will provide more timely formative assessment data for both workshop/ISP teachers, but also administrators and leadership as they make schoolwide decisions.

Goal 3

All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: na

Annual Measureable Outcomes

Expected	Actual
5% decrease in student truancy	Truancy-The Truancy Intervention Plan (TIP) has had a positive impact on truancy numbers. The truancy rate for the 2017-18 school year was reduced by 40%, exceeding the 5% annual goal.
10% decrease in suspensions	Suspensions- Suspensions were reduced by 9% during the 1017-2018 school year compared to the previous year, falling just short of the 10% goal. We will continue to use and implement school wide PBIS and Teen Intervene programs.
10% increase in college and career plans	No data see below for rationale
10% increase in college entrance exams	Students who took College/Career Entrance Exams: <ul style="list-style-type: none">• SAT- 7(Does not reflect June exam due to Leadership deadline)• ACT-1 (Does not reflect June and July exams due to deadline)• PSAT/NMSQT- 34 (10th and 11th graders)• ASVAB-13
5% increase in graduation rate	2016 graduation rate is 70.6% = 3.2% decrease

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement truancy prevention program</p> <ul style="list-style-type: none">• Continue to implement and develop the T.I.P. program• Student rewards and ceremonies for perfect attendance• Workshop teacher training and monthly truancy discussions during grade level and PLC meetings• T.I.P coordinator stipend	<ul style="list-style-type: none">• The T.I.P. (truancy intervention plan) involves the school's parent liaison with the job of tracking of trancies, communicating with parents, conducting Hallway Talks with students, and holding parent conferences to develop support plans to address students with high truancy rates.• Student award ceremonies were held at The Falls to honor all students who had perfect attendance for the first semester.• Monthly meetings held during grade level and PLC time to discuss any student truancy problems that might have arisen over the course of the month.	<p>\$4,000</p>	<p>\$4,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop and implement discipline prevention program</p> <ul style="list-style-type: none"> • PBIS program implementation • Restorative justice program implementation • Cultural responsiveness professional development for teachers (4 release days for 20 teachers) • Conference attendance for administration and workshop teachers 	<ul style="list-style-type: none"> • The school has fully implemented the PBIS Tier 1 program and staff has been trained through district professional development as well as a PBIS team to manage the program. Positive reinforcement systems are in place to focus on improving overall behavior. Teen Intervene counselor referrals are used to address root causes for the school's issue of students' use of drugs and to guide them into improved choices. • Restorative Justice continues to be worked on with both staff and administration. It is our hope at EGCS that restorative practices effectiveness increases annually with more training and opportunities. <p>Perception data from student surveys indicates a need to improve student understanding of the T.I.P. program, specifically the Hallway Talk component, and the type of intervention should students have issues with regular attendance.</p> <ul style="list-style-type: none"> • Teachers attended the following conferences for the 2017-2018 school year: Charter School Conference 	<p>\$16,000</p>	<p>\$16,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	(San Diego), STEM (San Francisco), CAWEE.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Summer School</p> <ul style="list-style-type: none"> 5 week summer school program 3 days a week with both ISP and workshop courses 8 ISP teachers working 3 days a week 2 workshop teachers working 3 days a week 4 hours a day 	<ul style="list-style-type: none"> EGCS held a 5 week summer school program. Curriculum was delivered mainly through ISP and 86 total students enrolled and 2 seniors graduated through summer school. 8 teachers taught summer school with 7 being ISP teachers and 1 ELA workshop teacher. EGCS implemented and ELA workshop for incoming 9th graders who were identified as needing additional assistance based on their performance in their 8th grade ELA course during the school year. 	\$35,000	\$35,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand college and career readiness program	<ul style="list-style-type: none"> District CCGI partnership- last year's college/career projects had to be changed based on the new 	\$20,000	\$20,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Develop college and career readiness focus group • Release time (2 days) for 5 members • PLC release time to develop and improve grade level college and career projects • 2 field trips to local universities and colleges 	<p>CC.edu website and content. Only 11th and 12th grade projects were redeveloped and assigned during spring semester, while 7-10th grade projects are near completion and will be finalized over summer. All projects will be ready by the start of fall semester for teachers to begin assigning to students.</p> <ul style="list-style-type: none"> • Career technician who works at the site once a week to help support, promote, and coordinate college/career exploration and activities. Also, to provide students with hands-on assistance with post-secondary education, career training, or job applications during Career Center hours. • The school had a field trip to Cosumnes River College in January and Sacramento State University in November. The April field trip to American River College was canceled due to an untimely scheduling issue. 		

Analysis

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

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

This year's college/career plan completion data for seniors is not available until June after final grades post in Synergy since projects could not be assigned until spring semester. This was due to CCGI partnership, registration, and redeveloping projects. As for the college/career entrance exam data, the numbers of students who tested this year have decreased in each category except one:

The number of students tested with the SAT dropped from 12 to 7, the PSAT/NMSQT from 43 to 34, and the ASVAB dropped from 20 to 13 students while we went from 0 to 1 student who took the ACT exam this year.

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

The actions taken to accomplish the goals was very effective. The baseline numbers for college and career plans and college entrance exam data points have been collected for future tracking and measurement of growth. The goals of decreasing truancy and suspensions exceeded the planned goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The Leadership team decided to expand the monitoring and enforcement of attendance to include tardy/beyond late students. The school implemented a detention system for students who are repeatedly late and increased parent communication. Additionally, the school is focusing on a positive reward system for on-time students and weekly perfect attendance. Data for tardy/beyond late students will be collected and analyzed quarterly and will be added to the school's LCAP plan in strategic goal 3, Environment.

Goal 4

All students will benefit from programs and services designed to inform and involve parents, families, and community partners

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5

Local Priorities: na

Annual Measureable Outcomes

Expected	Actual
10% increase in attendees	Advisory council had an average of 6 in attendance which is the same as last year.
4 Schoolwide Activities	16 Schoolwide activities: Back to School Night, Field Days (2), College/Career Fair, Ice Cream Social, STEAM Night, Movie Night, Nachos/Costume Contest, Falcon Family Dinner, Snow Day, Don't Buy the Lie, Basketball Tournament, Carnival, 3 additional Friday activities with games and snacks.
Baseline data for student enrollment in enrichment activities	<p>We have 20 students enrolled in leadership and an average of 5 students attended Friday Night Live Club this year. We have had an average of 5 students participating in the community clean up. The following list includes attendance for activities, field trips, and guest speakers:</p> <ul style="list-style-type: none">• senior sunrise 6• back to school night 20• ISP back to school night 20• field day/career fair 75• ice cream social 66• CADA Conf. (leadership) 7

Expected	Actual
	<ul style="list-style-type: none"> • field day #2 30 • movie night 30 • vampire nachos 25 • Moaning Caverns 16 • falcon family dinner 60 • Peak Adventures (11th) 26 • snow day 60 • Point Bonita 32 • STEAM night 20 • Dr. DeNoble (guest) 60 • healthy living 45 • ski trip 13 • Peak Adventures (10th) 15 • Golden One (guest) • Luis Felix tournament 60 • End of year carnival 85

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand parent and student involvement program <ul style="list-style-type: none"> • Employ .8 FTE Parent liaison • Create focus group and have 4 release days for 5 teachers to develop parent engagement and support program 	<ul style="list-style-type: none"> • Employed .8 parent liaison • In lieu of parent engagement focus group, the parent liaison held 6 parent engagement nights throughout the school year. Parents, staff, and students were invited. 	\$57,644	\$57,644

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Stipend for PBIS coordinator to develop student engagement program and purchase rewards • Increase field trips across all content areas with at least 1 field trip per workshop class • Focus group will define parent volunteer process and procedure • Employ .25 FTE activities director • Provide weekly leadership course and promote leadership participation • PLC release time (1 hour 3 times a month) for 20 staff members to develop/implement EGCS CTE programs at EGCS 	<ul style="list-style-type: none"> • PBIS coordinator duties were shifted to the school's VP and therefore the stipend was eliminated. • Field trips increased dramatically with field trips planned and executed for workshops, grade levels, and school wide. The following are a list of the field trips this year: <ul style="list-style-type: none"> ◦ CSUS Challenge course (11/14, 4/24) ◦ CADA Conference (SB leadership) ◦ Moaning caverns ◦ Point Bonita ◦ Sac City College ◦ San Francisco, Monterey, San Jose (3 day trip) ◦ Ski trip • Leadership served as the focus group surveying staff and parents to determine the desired need, and process for volunteers. The teaching staff stated they did not see a need for daily parent volunteers. There was low input from parents in regards to volunteering. However, for field trips, EGCS follows the district's process to fingerprint and background check volunteers/chaperones. 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • The school employed a .25 activities director to plan school wide activities, and field trips. • A student leadership course was scheduled and promoted to all students. Leadership students planned and orchestrated school activities, participated in field trips and conferences, and presented to both the schools Advisory Council, and Elk Grove Unified Board of Education. • PLC release time for teachers and staff was scheduled weekly for 1 hour. Teachers are organized in curriculum groups and a PLC lead was identified. School Administration met frequently with PLC leads to determine and prioritize tasks. Site administration and a district program specialist wrote and submitted a facilities grant for CTE audio engineering program in addition to beginning research on a sports academy at EGCS with sports related CTE pathways (sports medicine, sports business/marketing, and sports analytics). Administration worked with community organizations and visited a program in Philadelphia and researched California based programs. Focus groups and information nights were held to 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	determine community need and partnerships with local athletic organizations began including a connection with Sacramento Republic FC.		

Analysis

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

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

Implementation was facilitated through the school's leadership team in coordination with the parent liaison, activities director, grade level and PLC leads.

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

The effectiveness of the implementation varied per action and service. Our parent liaison program provided opportunities for parents to become more connected with the school but we would like to get more parents to take advantage of those opportunities. Determined by our TFI assessment of PBIS we've increased from 67% to 77% in tier 1. We will continue to use our action plan to move forward and progress to tier 2. Expanding the number of field trips was effective in providing opportunities at all grade levels and for all our students. We would like to see more students attending the field trips. We will continue to have parent volunteers for field trips but do not see a need to expand parent volunteering at this time. The activities director did a great job implementing the school's activities and developing a new culture at EGCS. In addition to implementing schoolwide activities, the leadership class need to implement an application process for next year and establish officer positions within the class. The new PLC schedule for this year allowed for time to plan and accomplish tasks. We will continue with the same structure for our PLCs next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PBIS stipend was eliminated as the responsibility was shifted to the new VP position at the site.

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.

Eliminate focus groups and release days. PBIS coordinator stipend eliminated and duties shifted to VP. Recommendation to add another action to this goal to develop formal partnerships with community organizations.

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?

The LCAP annual review was conducted and facilitated by the school's leadership team. Each strategic goal has an assigned project lead who manages the projects and is responsible for collecting and analyzing data from each goal and action/service. The project manager then reports to leadership and makes recommendations for the subsequent year's plan. In addition, the entire staff at EGCS was presented with the content of the LCAP review and were given the opportunity to give input. Parents and staff were also given surveys regarding the LCAP throughout the year. Perception data was used in making recommendation for the development of the plan for the next school year. Lastly, the school's advisory council was presented with the final review and was able to give their input and make suggestions for the next plan.

Impact on LCAP and Annual Update

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

The annual review shapes the school's development of the subsequent LCAP. The recommendations for each goal have been considered and the largest impact to the annual update will be the elimination of an entire goal. Goal #2 that focused on assessment will be folded into goal #1. The review process assisted in the school's leadership to realize that assessment is an essential component to high quality instruction.

Goals, Actions, & Services

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

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

Modified

Goal 1

All students will receive High Quality instruction and curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7
Local Priorities: [Basic services, Academic standards, Parent engagement, Local climate]

Identified Need:

- 100% of students will be on track to graduate per credit accrual rate for CBEDS students based on grade level standards
- 100% of EL students will be redesignated to RFEP
- 100% of students will achieve Met or Exceeds on CAASP
- 100% of students will achieve a 3 or 4 on course performance tasks
- 100% of EGCS students earn 75% or higher in a-g courses
- 100% of EGCS students earn 85% or higher in non-a-g courses
- 100% of EGCS students graduate

- 100% of students will met or exceed standards on statewide testing

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credits by grade level	<ul style="list-style-type: none"> • 10th grade % = 61.5% = 13.5% decrease • 11th grade % = 50% = 2.1% decrease • 12th grade % = 42.7% = 32.6% decrease 	10% increase in the number of students on-track status	Na	Na
EL redesignation	2	10% increase in EL students redesignated to RFEP	Na	Na
CAASPP	ELA = 42% Math = 12%	10% increase in students reaching "Met/Exceeds" on SBAC	Na	Na
Course Performance task	No data	Baseline year for PT collection	Na	Na
EGCS Persistence	161/252 = 63%	10% increase in students who remain at EGCS	Na	Na
a-g grades and non-a-g grades	<ul style="list-style-type: none"> • 83.4 % of students earning > 75% in a-g courses=0.1% decrease • 76 % of students earning > 85% in non- 	10% increase in a-g course grades above 75% and 85% for non-a-g grades	Na	Na

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	a-g courses=1.2% increase			
Graduation rate	Class of 2016 = 70.6%	10% increase in graduation rate	Na	Na

Planned Actions / Services

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

Action 1.1 Develop Literacy Program and Curriculum

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):

All schools

OR

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

Students to be Served:

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

El, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

na

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

Unchanged

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

na

2017-18 Actions/Services

- Expand literacy curriculum
- Performance tasks implementation
- Literacy intervention programs and strategies

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	na
Source	LCFF Base	LCFF Base	na
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	na

Action 1.2 Expand course offerings

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):

All Schools

OR

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

Students to be Served:

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

El, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

na

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

Unchanged

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

na

2017-18 Actions/Services

- Determine fundamental standards/skills across content areas
- Develop and implement curriculum development and management model
- Increase a-g course offerings by developing/purchasing curriculum
- Develop/purchase and implement alternative course offerings including curriculum and supplemental materials
- Develop/purchase and implement CTE program at EGCS
- Provide teacher stipends to develop courses
- Provide teacher training per each course developed.

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	Na
Source	LCFF Base	LCFF Base	Na
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	Na

Action 1.3 Develop and implement math intervention program

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):

All Schools

OR

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

Students to be Served:

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

All

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Na	Unchanged	Na
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ul style="list-style-type: none"> Evaluate and Revise scope and sequence of EGCS math requirements Create and implement additional math courses and workshop offerings Develop and implement diagnostic and intervention policies and practices 	Na	Na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	Na
Source	LCFF Base	LCFF Base	Na
Budget Reference	Resource: 0000 Object: 1000/3000	Resource: 0000 Object: 1000/3000	Na

Action 1.4 Improve programs to improve English learner performance

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)

na

Location(s):

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

na

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

na

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

Unchanged

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

na

2017-18 Actions/Services

- Provide English workshop for all identified English Learners
- Develop data tracking and analysis model to inform decisions
- Train staff on EL process, procedures, and best practices. Four staff meetings for 25 staff members
- Purchase supplemental curriculum and materials for identified English Learners

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,630	\$7,630	na
Source	LCFF Supplemental	LCFF Supplemental	na
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	na

Action 1.5 Maintain staffing levels

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):

All Schools

OR

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

Students to be Served:

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

na

Scope of Services:

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

na

Location(s):

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

na

Actions/Services

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

- Na

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

Unchanged

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

Na

2017-18 Actions/Services

- Maintain current teacher to student ratio
- Develop alternative staffing models
- Increase supervisory oversight

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,980,604	\$2,025,979	na
Source	LCFF Base Education Protection Act (\$386,967) Lottery/Prop 20 (\$50,869)	LCFF Base Education Protection Act (\$362,083) Lottery/Prop 20 (\$53,544)	na
Budget Reference	Resource: 0000/1100/1400/6300 Object: 1000/2000/3000/4000/5000	Resource: 0000/1100/1400/6300 Object: 1000/2000/3000/4000/5000	na

Goal 2

All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation.

State and/or Local Priorities addressed by this goal:

State Priorities: [2, 4, 8]

Local Priorities: [Basic services, Academic standards, Parent engagement, Local climate]

Identified Need:

- 100% of students will achieve SBAC at standard or above
- 100% of students will score in the proficient range on course specific performance tasks

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	2017 SBAC data will be available in the fall of 2017	5% increase of students meeting/exceeding standards	NA	NA
Course performance tasks	No data available	Baseline Year	NA	NA

Planned Actions / Services

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

Action **2.1 Create and Implement Schoolwide Assessment Program**

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

na

Actions/Services

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

Na

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

Unchanged

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

2017-18 Actions/Services

- Create assessment roadmap for EGCS formative/summative/cumulative assessments
- Purchase/develop mechanism to capture course specific performance data
- Purchase/develop schoolwide formative assessment program
- PLC release time for all teachers to develop formative assessments and to analyze data
- Administer quarterly SBAC practice assessments in ELA/math courses

2018-19 Actions/Services

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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,500	\$25,500	Na
Source	LCFF Supplemental	LCFF Supplemental	Na
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	Na

Goal 3

All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: [5,6]

Local Priorities: [Basic services, Academic standards, Parent engagement, Local climate]

Identified Need:

- 100% student attendance
- 100% of students will remain enrolled at EGCS
- 100% will complete college and career plans
- 100% of students will take college entrance exams

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Truancy rate	40%	na	5% decrease	na
Suspensions	8 incidents	Na	10% decrease	Na
College and career plans	No data due to change in electronic portfolio	Na	Baseline data collection year	Na
College entrance exams	SAT = 7 ACT = 1	Na	10% increase	na

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	PSAT/NMSQT = 34 ASVAB = 13			

Planned Actions / Services

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

Action 3.1 Improve and implement truancy prevention program

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

na

Actions/Services

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

na

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

Unchanged

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

na

2017-18 Actions/Services

- Continue to implement and develop the T.I.P. program
- Student rewards and ceremonies for perfect attendance
- Workshop teacher training and monthly truancy discussions during grade level and PLC meetings
- T.I.P coordinator stipend

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	Na
Source	LCFF Supplemental	LCFF Supplemental	Na
Budget Reference	Resource: 0000 Object 1000/3000/4000/5000	Resource: 0000 Object 1000/3000/4000/5000	Na

Action **3.2 Improve and implement discipline prevention program**

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

Na

Actions/Services

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

Na

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

Unchanged

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

na

2017-18 Actions/Services

- PBIS program implementation
- Restorative justice program implementation
- Cultural responsiveness professional development for teachers (4 release days for 20 teachers)
- Conference attendance for administration and workshop teachers

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,000	\$16,000	na
Source	LCFF Base	LCFF Base	na
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	na

Action 3.3 Student support program

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

Na

Actions/Services

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

na

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

Unchanged

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

Na

2017-18 Actions/Services

- 5 week summer school program 3 days a week with both ISP and workshop courses
- 8 ISP teachers working 3 days a week
- 2 workshop teachers working 3 days a week 4 hours a day

2018-19 Actions/Services

2019-20 Actions/Services

Na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	na
Source	LCFF Supplemental	LCFF Supplemental	na
Budget Reference	Resource: 0000 Object: 1000/3000/4000	Resource: 0000 Object: 1000/3000/4000	na

Action **3.4 Expand college and career readiness program**

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

Na

Actions/Services

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

na

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

Unchanged

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

na

2017-18 Actions/Services

- Develop college and career readiness focus group
- Release time (2 days) for 5 members
- PLC release time to develop and improve grade level college and career projects
- 2 field trips to local universities and colleges

2018-19 Actions/Services

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$25,000	Na
Source	LCFF Supplemental	LCFF Supplemental	Na
Budget Reference	Resource: 0000 Object: 1000/2000/3000/5000	Resource: 0000 Object: 1000/2000/3000/5000	Na

Goal 4

All students will benefit from programs and services designed to inform and involve parents, families, and community partners

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5

Local Priorities: [Basic services, Academic standards, Parent engagement, Local climate]

Identified Need:

- 100% of advisory council offices are filled
- 8 schoolwide activities per year (minimum)
- 100% of students are involved in partnerships (ex. Community service, enrichment activities, advanced ed., explore CTE)
- 100% of student have access to enrichment activities

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Advisory council attendance	6 attendees per meeting average	Na	10% increase in attendance	Na
School wide activities	16	Na	8 activities	Na
CTE, Advanced Ed., community service enrollment		Na	10% increase	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Formal partnerships	0	Na	Baseline year	na
Activities attendance	Evening Events = 26 avg. Day events = 53 avg. Field trips = 24 avg.	Na	10% increase in parent and student participation in activities	

Planned Actions / Services

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

Action 4.1 Expand parent and student involvement program

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):

All Schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

Na

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
na	Unchanged	Na
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ul style="list-style-type: none"> • Employ .8 FTE Parent liaison • Create focus group and have 4 release days for 5 teachers to develop parent engagement and support program • Stipend for PBIS coordinator to develop student engagement program and purchase rewards • Increase field trips across all content areas with at least 1 field trip per workshop class • Focus group will define parent volunteer process and procedure • Employ .25 FTE activities director • Provide weekly leadership course and promote leadership participation • PLC release time (1 hour 3 times a month) for 20 staff members to develop/implement EGCS CTE programs at EGCS 		na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,644	\$65,000	na

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	na
Budget Reference	Resource: 0000 Object: 1000/2000/3000/4000/5000	Resource: 0000 Object: 1000/2000/3000/4000/5000	na

Action 4.2 Increase Formal Community Partnerships

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):

All schools

OR

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

Students to be Served:

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

Na

Scope of Services:

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

Na

Location(s):

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

Na

Actions/Services

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

na

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

New

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

Na

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Na	<ul style="list-style-type: none"> • Hold 4 focus group meetings with representative stakeholders to determine appropriate partnerships • Create formal partnerships with community entities • Incorporate and implement partnerships into EGCS course of study 	na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	na	\$25,000	na
Source	na	LCFF Base	na
Budget Reference	na	Resource: 0000 Object: 1000/2000/3000/4000/5000	na

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

\$ 206,046

9.26 %

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

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

The demographics of the approximately 264 students in the Elk Grove Charter School represent a very diverse student population. The 2018-19 minimum proportionality percentage is 9.26% and estimated Supplemental funding of \$206,046. The identified students that qualify for the free and reduced meal program are 34% of the student population. Additionally 6% of the students are English learners, with 0.7% being foster youth students. While Supplemental grant funds are provided on the number of students in the unduplicated identified group, some of these funds may be utilized to provide services to students in other identified subgroups. To exclude non-identified students from identified low achieving subgroups; such as African American, Hispanic, American Indian/Alaska Native and Special Education students from these services would be counter to the best interests of every student. Increased and improved services will occur proportionally to the amount of students at EGCS and to the identified dollar amount and percentage as indicated.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/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.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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