DRAFT

Local Control Funding Formula Budget Overview for Parents

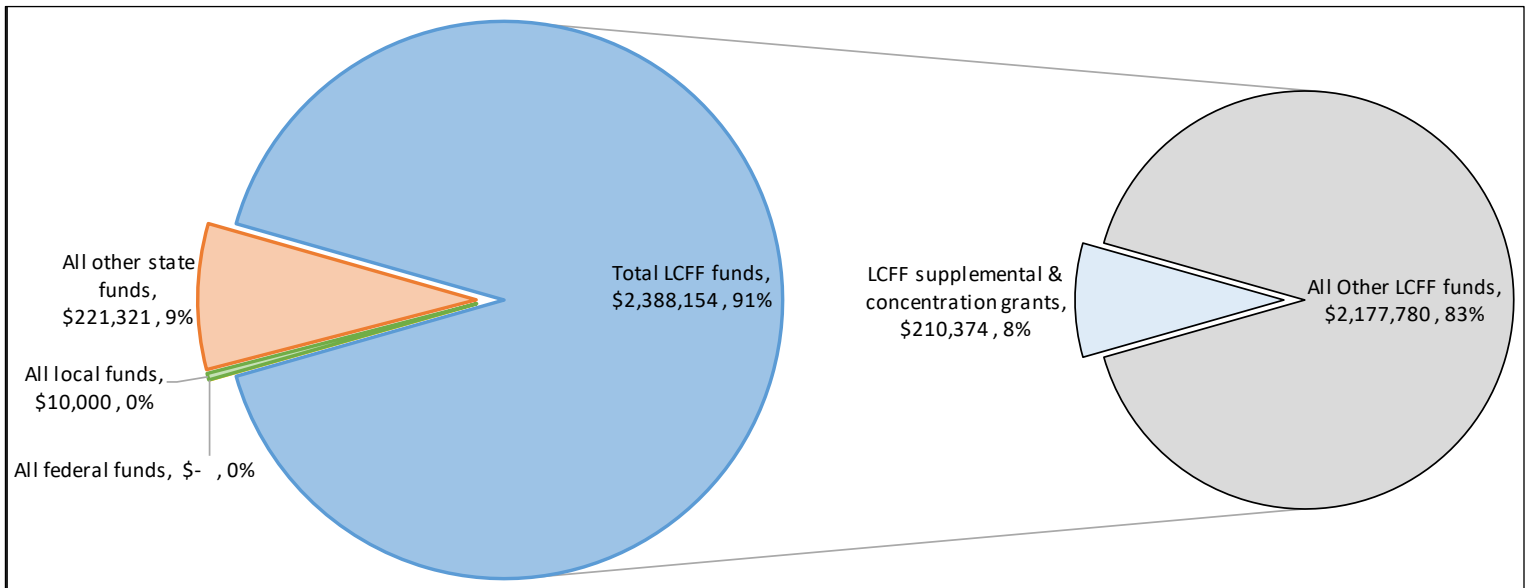| LEA Name	Contact Name and Title	Email and Phone
Elk Grove Charter School CDS Code: 34-67314-6112254	Marc LaVine, Principal	mlavine@egusd.net (916) 714-1653

School districts/Charter Schools receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Projected Revenue by Fund Source

All other state funds, $221,321 , 9%

All local funds, $10,000 , 0%

All federal funds, $- , 0%

Total LCFF funds, $2,388,154 , 91%

LCFF supplemental & concentration grants, $210,374 , 8%
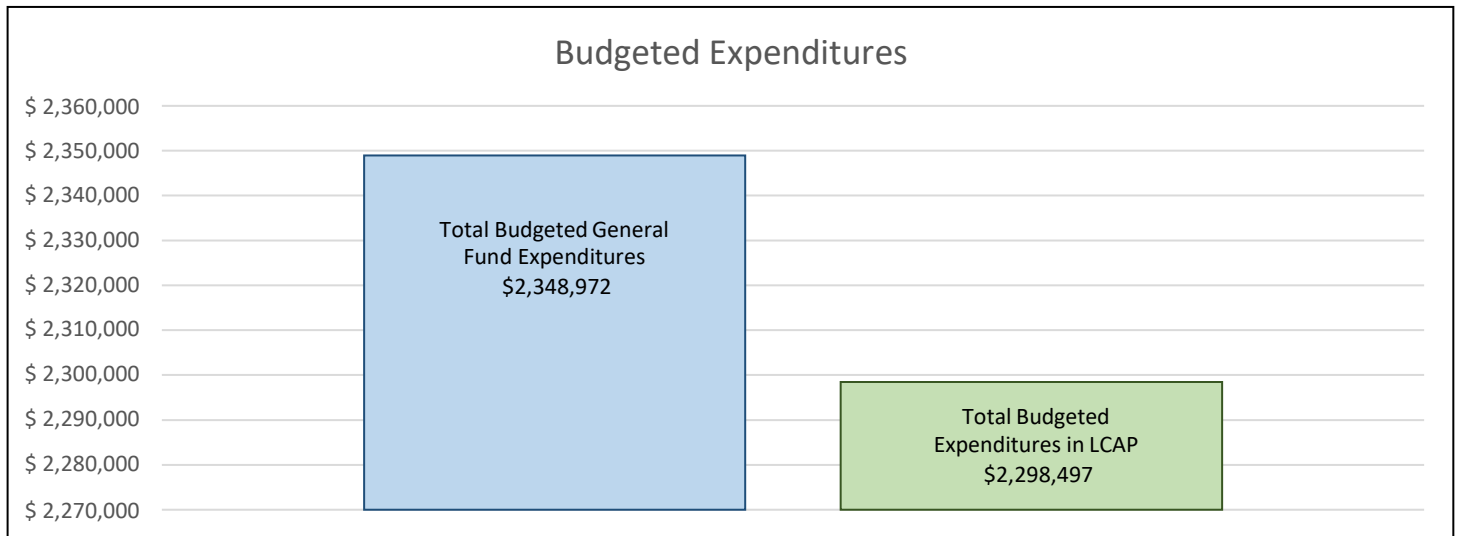
All Other LCFF funds, $2,177,780 , 83%

This chart shows the total general purpose revenue Elk Grove Charter School expects to receive in the coming year from all sources

The total revenue projected for Elk Grove Charter School is $2,619,475.00, of which $2,388,154.00 is Local Control Funding Formula (LCFF), $221,321.00 is other state funds, $10,000.00 is local funds, and $0.00 is federal funds. Of the $2,388,154.00 in LCFF Funds, $210,374.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts/charter schools more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

Total Budgeted General Fund Expenditures $2,348,972	
	Total Budgeted Expenditures in LCAP $2,298,497

This chart provides a quick summary of how much Elk Grove Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Elk Grove Charter School plans to spend $2,348,972.00 for the 2019-20 school year. Of that amount, $2,298,497.00 is tied to actions/services in the LCAP and $50,475.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures related to Elk Grove Unified School District's oversite is 3% or $50,475 which is not attributed to direct instruction or used support to targeted subgroups.
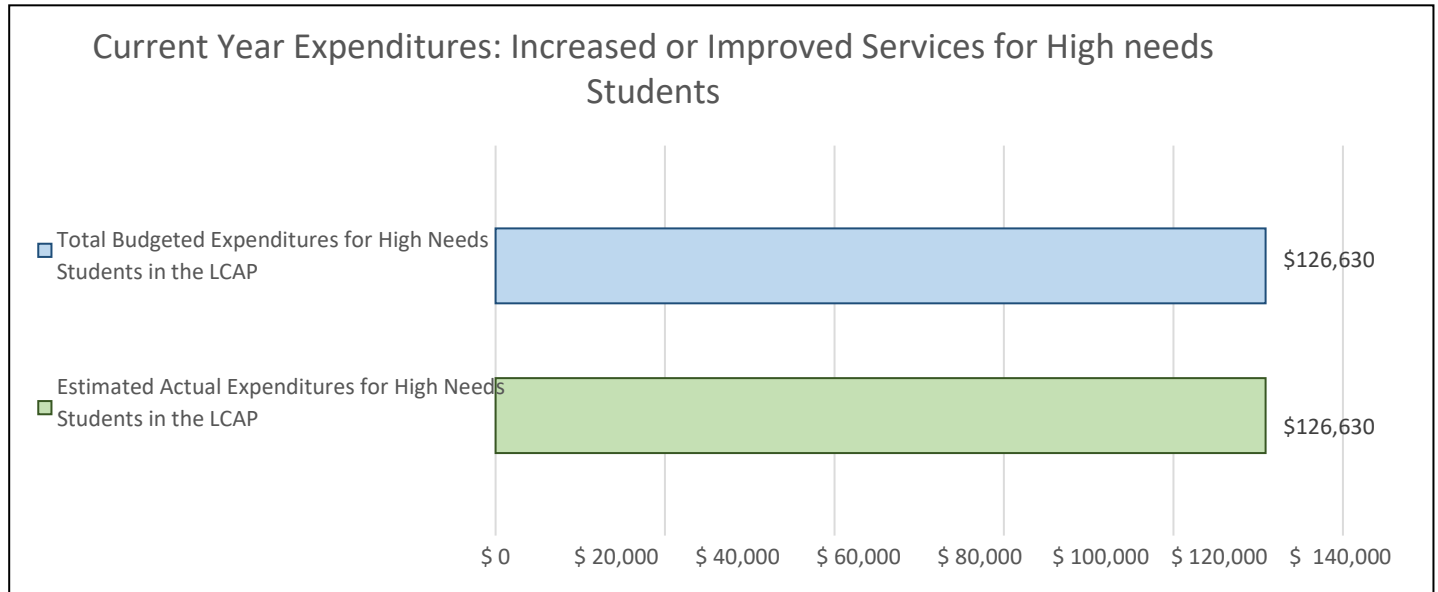
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Elk Grove Charter School is projecting it will receive $210,374.00 based on the enrollment of foster youth, English learner, and low-income students. Elk Grove Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Elk Grove Charter School plans to spend $116,130.00 on actions to meet this requirement.

The additional improved services described in the LCAP include the following: Elk Grove Charter School will conduct a data informed needs analysis during the summer of 2019, in order to plan new actions/services for the 2019-20 school year.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $126,630

Estimated Actual Expenditures for High Needs Students in the LCAP — $126,630

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

This chart compares what Elk Grove Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elk Grove Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Elk Grove Charter School's LCAP budgeted $126,630.00 for planned actions to increase or improve services for high needs students. Elk Grove Charter School estimates that it will actually spend $126,630.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Elk Grove Charter School	Marc LaVine – Principal	mlavine@egusd.net (916) 714-1653

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. EGCS's delivery model provides targeted solutions for students in 3 student and family groups including: families and students who want "small school" environment; credit conflicts including acceleration and recovery; and alternative scheduling that meets the needs of elite athletes and performers.

LCAP Highlights

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

EGCS adopted the same four strategic goals as EGUSD: instruction and curriculum, assessment, environment, and engagement. However, the school developed school specific needs, annual outcomes, and actions/services in order to address the goals. LCAP actions and services are managed by the school's leadership team who monitor outcomes and make recommendations for improvement. All staff members play an important role in determining the plan and monitoring its progress. The school's advisory council has established an LCAP standing agenda item and are provided with opportunities to give input and are apprised of progress at 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. In addition, the plan provides the

structure for the school to address Additional Targeted Support and Improvement (ATSI) of identified student groups to meet their growth targets.

Review of Performance

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

Greatest Progress

Credit accrual rates for students in grades 10-12 all had significant increases from 2017-18 to 2018-19. The "on-track" status of all three grade levels increased with the largest increase in 11th graders with a 17.7% increase in "on-track" status at enrollment. In addition, SBAC scores in both ELA and Math across all grade levels remained constant and the school's graduation rate increased incrementally from 71.6% to 73.8%. The graduation rate increase is more impactful than the percentage increase shows as the school's graduation cohort size has decreased in numbers over the years while the percentage has increased. In addition, the school's adoption of new ELA curriculum and implementation across all grade levels brings the program into greater alignment with standards. As well, the school has worked to increase course offerings by developing and adopting additional courses in all areas of need (college-prep, electives, and CTE).

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

Greatest Needs

Graduation rate has increased to 73%, but still remains an area of concern especially for Hispanic students who have a 66% graduation rate and have been identified for ATSI support in order to meet their growth targets. Hispanic student college and career readiness as measured on the state Dashboard is another area of need for this group. However, EGCS feels all student groups at EGCS will benefit from programs developed to increase the graduation rate and college/career readiness. Student state assessment performance as measured by SBAC in math is an area of need across all grade levels. The school's small grade level sizes make statistical analysis difficult, but middle school math scores lag behind other district schools by nearly 30% while ELA performance by EGCS students out paces district schools. Low math scores appear to be a function of the amount of 11th graders who are not "on-track" per grade level math courses. Per class enrollment data 80% of EGCS 11th graders are not on-track; this would result in the "best case scenario" to have 20% of EGCS 11th graders achieve met/exceeds on state given tests. EGCS will continue to work on maintaining "on-track" status of persisting EGCS Students, while working to address the needs of incoming EGCS students who may be credit deficient and need additional support to reach their goals.

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

Performance Gaps

EGCS's small school size and low enrollment makes data analysis difficult. Often there are not enough students in each subgroup to yield significant data. Hispanic students have been identified as needing Additional Targeted Support (ATSI) for graduation rate and college and career readiness. EGCS will incorporate into the yearly actions/services plans to address the needs of this group as we work toward meeting their growth targets.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

Annual Measurable Outcomes

Expected	Actual
10% increase in the number of students on-track status	On track status by grade level (CBEDS students) • 10th grade % = 34/49 (69.4%) = 7.9% increase • 11th grade % = 66/92 (67.7%) = 17.7% increase • 12th grade % = 45/80 (56.3%) = 13.6% Increase
10% increase in EL students redesignated to RFEP	2 students redesignated each year = 0% change
10% increase in students reaching "Met/Exceeds" on SBAC	• ELA 7-8,11 Grades: 42/42% = 0% change • Math 7-8,11 Grades 12/13% = 1% increase
Baseline year for PT collection	No data
10% increase in students who remain at EGCS	• 32/40 (80%) - 25/38 (65.8%) 10th grade decreased 14.2% • 39/44 (88%) - 42/62 (67.7%) 11th grade decreased 20.3% • 62/75 (70%) - 52/85 (61.2%) 12th grade decreased 8.8% • All students 133/159 (83%) – 119/185 (64%) = 19% decrease
10% increase in a-g course grades above 75% and 85% for non-a-g grades	Grade performance for Semester 1 • 83.4/75.1% of students earning > 75% in a-g courses = 8.3% decrease

Expected	Actual
	• 76/73.1% of students earning > 85% in non-a-g courses = 2.9% decrease
10% increase in graduation rate	• Cohort: 124/91 = 33 student decrease • Graduates: 89/67 =22 student decrease • **Grade rate: 71.8/73.6 = 1.8% Increase**

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
Develop literacy program and curriculum • Expand literacy curriculum • Performance tasks implementation • Literacy intervention programs and strategies	• Literacy standards developed and targeted in new ELA elective courses Mythology and Creative Writing. Fully implemented ELA StudySync program in Independent Study courses for 9-12 grades. • American Government Performance tasks created Common literacy development assessments (LDA) given to all students throughout the school year (six cycles with each three cycles culminating in an argumentative performance task). Analysis of these assessments were used by staff to evaluate progress and guide instruction. • 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. This training enabled teachers to use	$15,000	$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	intervention strategies with students in conjunction with LDA cycles. Students were enrolled in ELA intervention workshop during Semester 1 based on the following data points: SBAC score, EGUSD Spelling Inventory, PAR assessment, and TOSCRF (Test of Silent Contextual Reading Fluency). English Lab continued to provide intervention for students based on both student choice and teacher assignment.		

Action 1.2 Expand course offerings

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand Course Offerings: • 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.	• In order to help determine fundamental standards/skills across content areas, core teachers were provided release time to visit EGUSD comprehensive schools and collaborate with teachers. EGCS participated in EGUSD steering committees. PLC groups met and analyzed new courses to ensure that courses met fundamental standards and skills. • Curriculum development checklist was developed and implemented. Teachers has the opportunity to "sign-up" for curriculum development and were given access to the checklist with the needed criteria. New courses were approved through the content area PLC and administration prior to implementation. All new course textbooks were district	$25,000	$25,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	approved. Curriculum development model includes standardized stipends for HS and MS courses. • A-G Independent ELA StudySync courses were developed and implemented in grades 9-12. A-G Mythology course was fully implemented. A-G Creative Writing course was developed and implemented. • New alternative course offerings: American Government and Economics courses and Life After High School elective and Senior Math Review.		

Action 1.3 Develop and implement math intervention program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement math intervention program: • 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	• EGCS evaluated, revised and implemented the scope and sequence of math requirements. A flow chart was incorporated. ISP teachers were trained in the utilization of the flow chart in transcript evaluation and schedule planning. • Applied Math was offered in a workshop setting and Senior Math Review course was developed through ISP. Independent study courses for Math 1-3 were created and implemented. • IXL online service provider was used in workshop classes and for Senior Math Review. The program was used as a	$15,000	$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	diagnostic, intervention tool, and content delivery in Senior Math. Multiple math labs were incorporated into the school's master schedule to meet the needs of students struggling in math as a formal or informal intervention and support.		

Action 1.4 Improve programs to improve English Learner performance

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learner Intervention and Support Program: • 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	• English Language Development workshop was placed into the school's master schedule and all EL students were scheduled into the weekly workshop. Within the workshop the teacher uses the "Inside/EDGE" curriculum. All students who are English Learners are placed into this program and have access to an English teacher who assists them at their current level. The curriculum uses a diagnostic tool that places students in the appropriate course for their needs. In addition, EL students take formative and summative assessments such as writing essays, taking vocabulary review quizzes, and completing all required testing. • EGCS uses an EL Redesignation Sheet on Google Sheets to monitor and track Redesignation. current levels, and test scores. EGUSD utilizes Synergy to monitor all EL Student Reports.	$7,630	$7,630

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Students who are designated RFEP are monitored for continual progress twice a year through synergy reports system. • Three training sessions for staff occurred. Trainings included the following: Redesignation Procedures, Supporting English Learners during SBAC testing, and Study Sync English Learners Supports. • The new ELA Study Sync curriculum was purchased which has resources for EL students.		

Action 1.5 Maintain staffing levels

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Staffing Levels According to Student to Staff Ratios: • Maintain current teacher to student ratio • Develop alternative staffing models • Increase supervisory oversight	Staffing levels were maintained and alternative staffing models were researched and presented to district personnel. School and district administration met to create multiple models and decisions will be made going into the 2020 petition renewal cycle.	$2,025,979	$1,066,304

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 (LDAs) in core subjects with common schoolwide formative assessments. In addition, the school developed Mathematics Development Activities (MDA) to increase students' math literacy. ELA StudySync curriculum was

fully implemented in all grades 7-12 in both workshops and independent study. The Social Science PLC group revised Performance Tasks in most Social Science courses; however, data collection has proven to be difficult. 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 were evaluated and the math scope and sequence map developed last year was maintained. In addition, new Math courses were created and implemented through ISP. In addition, several additional elective courses in various subjects were created and implemented and teachers received training in instruction, specifically in instructing EL students, and in teaching writing skills throughout all subject areas focusing on Study Sync and writing activities. School leadership worked with district administration and proposed various staffing models to address the aspirational language in the 2015 petition.

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

New curriculum provided students with options, summer school allows students to get on track and graduate. Graduation rates increased overall, but Hispanic disaggregated data show a decrease. Performance task data is still incomplete with challenges in collecting and analyzing data. LDA/MDA has been effective in assisting teachers as they work with individual students.

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 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.

Staffing models have been proposed to the district with decisions slated to be made by the next petition cycle in 2020.

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 Performance Tasks actions will be moved Strategic Goal 2 based on a clearer connection with the school's proposed assessment program.

Creating more course offerings in both college preparatory courses and electives is a focus of the program. This includes intervention programs in ELA and Math and will be emphasized in future plans.

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

Annual Measurable Outcomes

Expected	Actual
5% increase of students meeting/exceeding standards on SBAC	ELA 7-8,11 Grades: 42/42% = 0% change • 7th grade: 40%/36% = 4% decrease • 8th grade: 59%/59% = No change • 11th grade: 39%/40% = 1% Increase Math 7-8,11 Grades 12/13% = 1% increase • 7th grade: 6%/21% = 15% increase • 8th grade: 28%/18% = 10% decrease • 11th grade: 9%/11% = 2% increase
Baseline year for course performance task data collection	No data (see below for rationale).

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 2.1 Create and implement schoolwide assessment program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Create and implement schoolwide assessment program	• Creation of an assessment roadmap:
	  a. ISP:
	    i. Formative assessments:
		$25,500	$25,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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	1. oral quizzes with scores inputted in class grade books 2. Language Development Assessments which are graded by the ELA PLC and ISP teachers and are administered every 6 weeks. In addition, Math Development Activities were developed and administered the last semester of the school year. ii. Summative/cumulative: 1. chapter and/or unit tests with scores inputted in class gradebooks iii. Curriculum effectiveness: 1. Standards quizzes b. Google Sheets are used for giving quizzes to simplify data collection and analysis by PLCs. Test banks being used for U.S. History and continued development in all Social Sciences is in process. Classroom-Diagnostic 1. 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.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

	2. Formative- various formative assessments are administered in the classroom from warm-ups, response cards, or various electronic based activities like Kahoot!
	
	3. Summative/cumulative
	  • Chapter and unit assessments are administered in each classroom
	  • Cumulative final assessments are administered in the classrooms.
	
	• EGCS is still exploring platforms to collect performance task data. PLCs have explored using Google Classroom, Google Forms, Scantrons, and Gradebook assignments.
	• EGCS opted against purchasing formative assessment platform and worked to develop schoolwide literacy and math formative assessments. In addition, PLCs and individual curriculum creators have been asked to address formative assessments within the school's current curriculum and new courses. PLC and stipends have been issued for curriculum and assessment development.
	• 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		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	allowed to timesheet the additional hours. In addition, the ELA/Math PLC was given additional timesheet hours to grade and create the school's LDA/MDA program. • The CAASPP interim assessment platform has proven to be difficult to implement into EGCS's delivery model. Especially since students earn variable credits and enter/exit classes asynchronously. PLCs worked on implementing the interim assessments, but struggled to administer the assessments and access the data.		

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.

SBAC ELA/Math prep and programs (LDA/MDAs, Literacy classes, EL class, Labs in the master schedule). Study Sync alignment across all grade levels. SBAC interim assessment and practice tests didn't happen. Performance task development occurred through PLCs and course specific development. Data collection and analysis proved difficult. Testing practices, procedures, and calibration between ISP teachers improved.

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.

Improved calibration between teachers on assessments practices/procedures. No data collection, more training for staff on assessment practices and programs. LDA/MDA info.

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: Basic services, Parent engagement, Local climate

Annual Measurable Outcomes

Expected	Actual
5% decrease in student truancy rate	Truancy – The Truancy Intervention Plan (TIP) has had a positive impact on truancy numbers. The truancy rate for the 2018-2019 school year was reduced by 10, exceeding the 5% annual goal.
10% decrease in suspensions	Suspensions – Suspensions were reduced by 22% (from 9 incidents to 6) during the 2018-2019 school year compared to the previous year, exceeding the 10% goal. We will continue to use and implement school wide PBIS and Restorative Practices.
College and career plans:	No data (this outcome will be eliminated due to validity of available data
10% increase in college entrance exams	Students who took College/Career Entrance Exams: • SAT- 2(Does not reflect June exam due to Leadership deadline) • ACT-0 (Does not reflect June and July exams due to deadline) • PSAT/NMSQT- 34 (10th and 11th graders) • ASVAB-16

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 3.1 Improve and implement truancy prevention program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement truancy prevention program • 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	• The T.I.P. (truancy intervention plan) involves the school's parent liaison with the job of tracking of truancies, 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 honor/principal lists.	$4,000	$4,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• 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. • T.I.P coordinator stipend was suspended as the school's VP and Parent Liaison manage the program.		

Action 3.2 Improve and implement discipline prevention program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement discipline prevention program • 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	• 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. There was a yearly TFI review and the school scored at Tier I transitioning to Tier II. • Restorative Practices continues to be worked on with both staff and administration and EGUSD level trainings. • EGCS conducted 2 on-site cultural responsive/mindset trainings and all EGCS teachers were offered the ability to go to EGUSD led Arbinger training. In addition, EGCS teachers were offered the ability to be released to go to a ½ day ethnic studies training at Sacramento State. • A group of teachers/admin went to the Charter School Development Conference.	$16,000	$16,000

Action 3.3 Student support program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer School • 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	• EGCS held a 5-week summer school program. Curriculum was delivered mainly ISP and workshops instruction. Transitioning students from 8th to 9th grade and 10th to 11th graders were identified and encouraged to attend. • Summer school was staffed based on enrollment between Tuesday-Thursday. • Workshops were 5 days a week (Mon.-Fri) and focused on ELA and math direct-instruction for transitioning students and credit recovery.	$35,000	$35,000

Action 3.4 Expand college and career readiness program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand college and career readiness program • 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	• Focus group consisted of EGCS admin, counselor, career center technician, and leadership team members. • Summer work was provided to update and align CCGI grade level projects. • PLC were given time to review and give input on grade level projects. In addition, they were given time to discuss the needs of individual students and work with the counselor and career technician on career projects and student needs. • Field trips were conducted to CRC and Sacramento City College. In addition, students were transported to district college and career events.	$25,000	$25,000

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 Truancy program implementation was effective, but the school's new information system posed challenges to effective data reporting and analysis. Discipline intervention program was successful, but the same data reporting challenges as the truancy program were exhibited due to the limitations of the information system. Teacher training needs to be increased in order to build capacity.

Summer school implementation is effective as many students are able to graduate or catch-up on credits. The college and career program has room for growth as the new information system and new on-line tool create opportunities for increased data collection, reporting, and analysis.

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 were effective, but as stated in the analysis above, the district's newly adopted student information system has created barriers to effective reporting and analysis. In addition, tracking college and career readiness has been difficult to define and track. The school continues to work on gathering actionable data in build mechanisms to make decisions. 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.

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: Parent engagement, Local climate

Annual Measurable Outcomes

Expected	Actual
10% increase in Advisory Council attendance	In 2017-18 and 2018-19 we had an average of 6 people attend Advisory Council = 0% change
8 Schoolwide Activities	12 Schoolwide activities: Back to School Night, Clubs (2), Field Day, College/Career Fair, Field Trips(8), Ice Cream Socials, Family Movie Night, Nachos/Costume Contest, Falcon Family Dinner, STEAM Night, Basketball Tournament, and Carnival
10% increase in CTE, Advance Ed, community service enrollment	• Explore CTE: 8/6 = 25% decrease • Advanced Education: 6/24 = 300% increase • Fall Community Service: 58 (baseline)
Baseline data collection year for formal partnerships	3 partnerships: SRFC, EG Soccer, AAU basketball team
10% increase in parent and student participation in activities	There were 616 parents/students who attended activities in 2017-18 and 668 in 2018-19 = 8% increase.

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 4.1 Expand parent and student involvement program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Expand parent and student involvement program
 	
• 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
	• Employed .8 parent liaison
	• In lieu of a focus group, the parent liaison held 6 parent engagement nights throughout the school year. Parents, staff, and students were invited.
	• PBIS coordinator duties were shifted to the school's VP and the stipend was eliminated.
	• Field trips increased with 1 additional this year totaling 8 field trips planned and executed for workshops, grade levels, and school wide. The following are a list of the field trips this year:
	
	   ○ CRC Career Expo
	   ○ SCC Scholars Workshops
	   ○ Moaning caverns
	   ○ Travis AFB
	   ○ State Capitol
	   ○ Yosemite (3 day trip)
	   ○ Peak Adventures
	   ○ Crocker Art Museum
	
	• Parents were able to volunteer for the school's 3 day Yosemite field trip through the district's volunteer process. Otherwise parents and teachers expressed no desire to volunteer or have volunteers involved on a daily basis.
	• The school opted not to employ the .25 activity director in order to accommodate the school's master schedule needs. The School's VP, Office staff and Leadership
		$65,000	$65,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

	classes served in the capacity of planning, organizing, and implementing the school's activities. The following list includes student and/or parent attendance for activities, clubs, and field trips:
	  o Back to School Night: 41 students/parents
	  o Field Day: 40 students
	  o Community Service Cleanup: 32 Students
	  o College-Career Fair: 60 students; 5 parents
	  o CRC Photography Presentation: 18 students
	  o CRC Career Expo Field Trip: 7 students
	  o SCC Scholars Field Trip: 12 students
	  o Ice Cream Socials: about 30 students
	  o Falcons Family Dinner: 81
	  o Family Movie Nights: 15 students
	  o Friday Night Club: 8 students
	  o Gaming Club: 20 student participated, Avg. of 7 students/meeting
	  o L.Felix Basketball Tournament:31
	  o Nacho Bars:30 students
	  o Moaning Caverns Field Trip: 22 students
	  o Parent Engagement Nights: 40 parents
	  o Peak Adventures Field Trip 10/11th: 27 students
	  o Travis AFB Field Trip:14 students
	  o Senior Sunrise: 20 students		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	o State Capitol Field Trip: 20 students o STEAM Night: 12 students; 8 parents/siblings o Yosemite Field Trip:32 o Crocker Art Museum: 43 Total number of student and parent participants in these activities: 668 (not including the end of year carnival). • A weekly leadership course was maintained in the school's master schedule with 15 students enrolled. The students assisted with school events and presented to 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. PLC groups collaborated to discuss and approve CTE course curriculum development. As a result, an ISP Marketing and Leadership CTE course syllabus and curriculum was developed, with students enrolled in the course during spring semester.		

Action 4.2 Increase formal community partnerships

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase formal partnerships	• Multiple focus groups were held throughout the school year. Focus groups	$25,000	$25,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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	were targeted to organizations and families/students who would benefit from EGCS's delivery model. Specifically, elite athletic organizations and families (Soccer, Basketball). • Sacramento Republic Football Club, Elk Grove Soccer, and AAU Basketball. • Sacramento Republic promoted the school as an education option for their academy players and Elk Grove Soccer provided access to parent/guardians to promote the school and its programs.		

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, office staff, administration, and grade level/PLCs. The school counselor and career center technician were integral in the completing the actions and services in addition to the administrator. Actions were managed and analyzed by the leadership team in order to meet the goal.

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. The 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. As 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. With the elimination of the school's activity director position, there was fear that schoolwide activities would drop off; however, the shift of oversight to the VP and the office staff and greater inclusion of the student leadership class resulted in overachieving the expected activity goal. 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 the PLCs next year yet give greater autonomy to individuals regarding curriculum development and data analysis.

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.

The leadership team determined to eliminate the PBIS coordinator stipend and shift the duties to the school's VP. The development of partnerships will become the primary role of the principal. In addition, the metric for measuring parent participation in Advisory Council meetings was changed to focus on inviting every parent to attend at least 1 meeting a school year.

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 was assigned a project lead who managed the projects and was responsible for collecting and analyzing data from each goal and action/service. The project manager reported to leadership and made recommendations for the subsequent year's plan. The leadership team conducted the analysis of each strategic goal as a group. In addition, the entire staff at EGCS was presented with the analysis of the annual review and were given the opportunity to give input on the development of the subsequent year goals and actions/services. Parents/guardians and staff were issued surveys regarding the LCAP strategic goals and actions throughout the year and perception data was used in making recommendation for the development of the plan for the next school year. Lastly, the LCAP is a standing item on the school's monthly advisory council meetings and the council gave input on the plan and final approval of the plan before it went to the EGUSD board for public hearing.

Impact on LCAP and Annual Update

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

Consultation with multiple schoolwide stakeholders shapes the review and analysis of past actions and future actions and services. Stakeholder input is directly responsible for the development of the plan and is a primary mechanism in the school's multiple continuous improvement plans.

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

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 SBAC
- 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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credits by grade level	141 out of 225 (10th-12th graders on track) 66%	• 10th grade % = 61.5% = 13.5% decrease • 11th grade % = 50% = 2.1% decrease	• 10th grade % = 34/49 (69.4%) = 7.9% increase	10% increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 12th grade % = 42.7% = 32.6% decrease	• 11th grade % = 66/92 (67.7%) = 17.7% increase • 12th grade % = 45/80 (56.3%) = 13.6% Increase	
EL Redesignation	2	2	2	50% increase
SBAC	ELA = 42% Math = 12%	ELA = 42% Math = 12%	10% increase	10% increase
a-g grades and non-a-g grades	2016/17 Semester 1 grades • A-G >75% = 83.5% • Non-A-G >85% = 74.8%	2017/18 Semester 1 grades • A-G >75% = 83.4 % =0.1% decrease • Non-A-G>85% = 76 % =1.2% increase	• 83.4/75.1% of students earning > 75% in a-g courses = 8.3% decrease • 76/73.1% of students earning > 85% in non-a-g courses = 2.9% decrease	10% increase
Graduation rate	2016 Cohort Grad Rate = 70.6%	2017 Cohort Grade Rate = 71.8%	Class of 2018 = 73.6% Hispanic = 66.7%	5% increase

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)

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

All	All Schools

OR

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Expand literacy curriculum • Performance tasks development, implementation and analysis • Development of literacy intervention programs and strategies	• Expand literacy curriculum • Performance tasks development, implementation and analysis • Development of literacy intervention programs and strategies	Literacy program • Release time for up to 5 person Literacy Focus Group to research and develop schoolwide literacy curriculum including purchase curriculum and materials • Develop schoolwide literacy Performance tasks and data collection mechanism

Budgeted Expenditures

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

Action 1.2 Refine and enrich instruction 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

Modified

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

Modified

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

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	• 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	Expand Course Offerings: • Determine essential standards/skills across all content areas • Determine critical components of the Framework of High Quality Instruction (FHQI) to incorporate into ISP and direct-instruction model of learning. • Compensate teachers to develop college and career ready courses

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Develop/purchase and implement CTE program at EGCS • Provide teacher stipends to develop courses • Provide teacher training per each course developed.	• Develop/purchase and implement CTE program at EGCS • Provide teacher stipends to develop courses • Provide teacher training per each course developed.	• Compensate teachers to develop/purchase and implement alternative course offerings including curriculum and supplemental materials • Provide teacher training per each newly developed course. • Develop course analysis process to determine most credit deficient courses by grade level and sub-group with a focus on barriers to Hispanic student deficiency data trends as it relates to graduation rate and college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000

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)

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

All	All Schools

OR

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- 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	- 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	Math intervention program: - Evaluate and Revise scope and sequence of EGCS math course requirements and develop mechanism to accelerate deficient student's skills - Create and implement additional math courses and workshop offerings focusing on acceleration options. - Develop and implement diagnostic and intervention program by grade level and address deficiencies by Hispanic sub-group in order to address low graduation rate and college and career readiness target through data collection and analysis. - Maintain math workshops and labs in the school's master schedule

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		• Research and purchase math intervention curriculum and supplemental materials including on-line learning tools (edgenuity)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$25,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Resource: 0000 Object: 1000/3000	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000

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)

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

N/A	N/A

OR

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

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

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

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

English Learners	Schoolwide	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
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	• 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	• Provide English workshop for all identified English Learners • Provide release time for data tracking and analysis of EL students and to determine if there is a link between EL status and other subgroups such as Hispanic • Provide training of staff through trainer-of-trainer model on EL process, procedures, and best practices: Utilize four staff meetings for 25 staff members for training. • Send team of 5 teachers/staff to attend EL specific conference. • Purchase supplemental curriculum and materials for identified English Learners and provide teacher training • Develop additional EL courses to implement in direct-instruction and independent study

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,630	$7,630	$7,630
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000

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)

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services
- Maintain current teacher to student ratio
- Develop alternative staffing models
- Increase supervisory oversight

2018-19 Actions/Services
- Maintain current teacher to student ratio
- Develop alternative staffing models
- Increase supervisory oversight

2019-20 Actions/Services
- Maintain current teacher to student ratio
- Develop alternative staffing models
- Increase supervisory oversight

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,980,604	$2,025,979	$2,030,865
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)	LCFF Base Education Protection Act ($404,444) Lottery/Prop 20 ($53,544)
Budget Reference	Resource: 0000/1100/1400/6300 Object: 1000/2000/3000/4000/5000	Resource: 0000/1100/1400/6300 Object: 1000/2000/3000/4000/5000	Resource: 0000/1100/1400/6300 Object: 1000/2000/3000/4000/5000

Action 1.6 Summer School

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

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

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

All	All Schools

OR

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

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

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was moved from goal #3 • 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	Summer school: • 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	Summer school: • 4-week summer school program with both ISP and workshop courses for credit recovery and grade correction. Targeted promotion to Hispanic and at-risk subgroups. • Data collection and promotion to lowest performing grade levels and sub-groups including Hispanic population.

Budgeted Expenditures

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

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

Identified Need:

- 100% of students achieve meet/exceeds on ELA and Math SBAC exams
- 100% of students will achieve a 3 or 4 on course specific performance tasks

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	No Data	ELA = 42% Math = 12%	ELA = 42% Math = 13%	5 percentage point increase
Performance Tasks	No Data	No Data	No data	5 percentage point increase

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)

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	- 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	Assessment program: - Create and implement 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 and weekly PLC meetings during the instructional day for all teachers to develop formative assessments and to analyze content specific data - Administer quarterly SBAC practice assessments and analyze data to make curriculum changes based on quarterly SBAC practice assessments in ELA/math courses - Teacher release time for professional development and peer observations as it relates to the assessment process. - Develop SBAC and Performance Task Data tracking and analysis program for PLCs to

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		analyze performance by sub-groups including Hispanic students and make program recommendations to address needs. • Conduct needs assessment to build teacher capacity and provide teacher training specific to SBAC administration and content including conferences, on- and off-site training.

Budgeted Expenditures

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

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, Parent engagement, Local climate

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Truancy rate	2016/17 total truancies by period = 1,521	60% Attendance Rate (periods 1-6)	91% Attendance Rate (all periods 1-10)	4 percentage point increase
Suspensions	9 Incidents	8 Incidents	6 incidents	50 percentage point decrease
Persistence	Na	Na	119/185 = 64.3%	10 percentage point increase
12th-grade college and career plans	73/322 = 23% of students	No Data due to change in information system	No data due to change in electronic portfolio	5 percentage point increase (disaggregated by sub-group to determine Hispanic readiness)
College entrance exams	- ACT =2 - SAT = 7 - ASBAB = 20	- ACT = 1 - SAT = 7 - ASVAB = 13 - PSAT/NMSQT = 34	- ACT-0 (Does not reflect June and July exams due to deadline) - SAT- 2(Does not reflect June exam due to deadline) - ASVAB-16 - PSAT/NMSQT- 34 (10th and 11th graders)	10 percentage point increase disaggregate by subgroup to determine Hispanic student readiness)

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)

N/A

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

N/A

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

N/A

Actions/Services

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

Modified

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

Unchanged

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

Modified

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

- 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

2019-20 Actions/Services

Truancy program:
- Continue to implement and improve the T.I.P. program
- Truancy data collection and disaggregation by sub-group (Hispanic focus to determine readiness)
- Student rewards and ceremonies for perfect attendance

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		• Conduct teacher needs assessment and provide release time for training opportunities both on/off site • Implement Monthly grade level meetings into the school's master schedule to analyze truancy data and implement student interventions • T.I.P coordinator stipend/timesheet hours

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$8,000
Source	LCFF Supplemental	LCFF supplemental	LCFF supplemental
Budget Reference	Resource: 0000 Object 1000/3000/5000	Resource: 0000 Object 1000/3000/5000	Resource: 0000 Object 1000/3000/5000

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)

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	- 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	Discipline program: - Analyze PBIS program and develop/implement improvements to reach next PBIS tier - Research, develop, purchase, and implement character education program - Conduct needs assessment of restorative practices and determine capacity of staff. - Provide release time for team to attend Restorative Justice Conference (team of 5 staff members) - Develop discipline data collection mechanism and procedure to determine impact on all sub-groups (Include impact on Hispanic students graduation rate and college/career readiness)

Budgeted Expenditures

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

Action 3.3 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)

N/A

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

N/A

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

N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	• 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	College and career readiness program: • Provide release time (2 days) for work team (5 members) to analyze grade level projects and develop/implement updates adopt additional college and career focused courses • 4 field trips to local universities and colleges – promotion campaign to Hispanic students and subgroups with low college going rate • Promotion campaign for college entrance exams • Teacher professional development on college entrance exams importance and impact on student/schoolwide achievement • Purchase college entrance exams to administer on campus (ex. PSAT/NMSQT, SAT/ACT, etc.) • Develop college entrance exam preparedness curriculum and support program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$25,000	$30,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Resource: 0000 Object: 1000/2000/3000/5000	Resource: 0000 Object: 1000/2000/3000/5000	Resource: 0000 Object: 1000/2000/3000/5000

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: Parent engagement, Local climate

Identified Need:

- 100% of parent/guardians will attend at least one advisory council meeting during the school year
- 8 schoolwide activities per year (minimum)
- 100% of students are involved in partnerships (ex. Community service, enrichment activities, advanced ed., explore CTE)
- 5 formal community partners
- 100% of student have access to enrichment activities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Advisory council attendance	25 attendees	6 attendees	6 attendees per meeting average	10 percentage point increase
School wide activities	4	8 schoolwide activities	16 schoolwide activities	8 schoolwide activities
CTE, Advanced Ed., community service enrollment	No data	Baseline year	• Explore CTE = 6 • Advanced Ed = 24 • Fall Community Service = 58	• 10 percentage point increase in CTE enrollment • 10 percentage point increase in advanced education enrollment • 10 percentage point % increase in community service enrollment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Formal partnerships	No data	No data	3 partnerships	Maintain Partnerships
Activities attendance	No data	Baseline year	668 Parents/students attendees as of May 1st	5 percentage point increase

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)

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

All	All Schools

OR

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

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

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 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	• 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	Parent and student involvement program: • Employ .8 FTE Parent liaison • Monthly parent engagement meetings • Increase field trips across all content areas with at least 1 field trip per workshop class and 1 grade level field trip per year • Maintain student leadership elective course in the master schedule • Stipend/timesheet teachers to develop CTE curriculum • Develop and implement CTE, Advanced Education, Community Service promotion campaign • Annual community service award and recognition event • Branding/marketing campaign to increase community awareness of EGCS and target program • Contract Outreach Specialist to inform community of school programs and services to promote EGCS to target population and increase enrollment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$57,644	$65,000	$85,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000	Resource: 0000	Resource: 0000

Year	2017-18	2018-19	2019-20
	Object: 1000/2000/3000/4000/5000	Object: 1000/2000/3000/4000/5000	Object: 1000/2000/3000/4000/5000

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)

Location(s):

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

Students to be Served	Location(s)
All	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served	Scope of Services	Location(s)
All	Schoolwide	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
N/A	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	• Hold 4 focus group meetings with representative stakeholders to determine appropriate partnerships	Community partnerships: • Conduct focus group meetings with representative stakeholders from the school

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• Create formal partnerships with community entities • Incorporate and implement partnerships into EGCS course of study	and community to determine additional partnerships and analyze/maintain current partnerships • Develop preferred community service partners • Develop partnership with local community college to create courses for: dual, articulated, and advanced education courses • Stipend/timesheet community service coordinator

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$210,374

Percentage to Increase or Improve Services

9.66 %

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 2019-20 minimum proportionality percentage is 9.66% and estimated Supplemental funding of $210,374. The identified students that qualify for the free and reduced meal program are 41% of the student population. Additionally, 8% 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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The 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;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

    (A) enrolled less than 31 days

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

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

        (i) are enrolled in a Non-Public School

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?