

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Gold Rush Charter		
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## [2017-20 Plan Summary](#)

### THE STORY

Briefly describe the students and community and how the LEA serves them.

#### **Gold Rush Charter School**

Gold Rush is a K-12 Independent Study Charter School. Administration and staff of Gold Rush Charter School believe in honoring the dignity of all human beings. Because of that belief, we do not discriminate in our hiring or enrollment practices on the basis of race, gender, age, religion, ethnic or national origin, or sexual orientation.

#### **Country School: Sullivan Creek Campus**

The Country School is a K-8 Grade program with classes held Monday – Thursday, with Friday serving as a home school day. Country School students enjoy smaller class sizes, technology classes for all grades and the Farm and Garden Program. The school offers a library, multi - purpose room, computer lab and Special Education program.

The Farm & Garden program at Gold Rush Country School is designed to expose the students to various aspects of country life and values. This is a purposefully broad vision so as to include a wide variety of topics.

The Farm consists of an animal pen which currently houses sheep, pygmy goats, rabbits, and chickens. The students are taught to care for the animals, including feeding, mucking, haltering, leading, and basic health care, but most importantly how to act calmly and respectfully around the animals. They also study various breeds, life cycles, etc.

The Garden portion of the program allows students hands-on opportunities to plant, germinate, nurture and harvest healthy fruits and vegetables. They study nutrition, seed and plant characteristics, various

forms of food preservation, and many other related topics. They also get to enjoy the bounty of the garden by experimenting with food preparation methods and tasting the results in their classes.

The technology classes offer beginning skills for Kindergarten students, graduating skills for first grade through fifth, and Robotics for the Junior High students. The lab is equipped with a 3D printer that students use to create robotic parts and other class-assigned projects.

The Country school is a unique educational opportunity and builds character, self-esteem and confidence.

### **High School/Credit Recovery**

Our High School program is designed to give students a well-rounded education. Classes take place Monday - Thursday. All core classes are offered and include Science (with a full lab), Math, English and Social Studies. Elective classes are offered. Students enjoy smaller class sizes and each student is assigned a teacher who tracks academic progress and helps set individual goals by utilizing a four year plan individually created for each student.

Concurrent enrollment at Columbia College is an encouraged option for our students in order to help them jump start their college careers while completing their high school education.

Credit Recovery is our program designed for students who have fallen behind in credits. Under the supervision of an assigned teacher, Credit Recovery is designed to help students recoup credits on a fast – track basis. The students meet Monday thru Thursday from 9:00 - 12:00. During Credit Recovery time student works one on one with the assigned teacher. All high school subjects are offered and student works at their own pace. To earn one credit the student must complete 15 hours of assigned work. This self-paced class also requires the student to work at home on work assigned by their teacher.

### **Independent Study**

The Independent Study program is for K-12 students. Many students prefer independent study so they learn at their own pace and take advantage of many opportunities to enrich their curriculum. Students on independent study are assigned a credentialed teacher who will work with the student and parents to create a Personalized Learning Plan which will serve as a roadmap over the year. This Personalized Learning Plan will establish performance goals, track student progress and identify special assistance or services needed by the student. Curriculum is further enhanced through the options of our various vendors.

## Student Population

As of March 2017 the enrollment for GRCS was 422 students. That consists of the following:

Country School - 178  
Independent Study - 200  
High School - 44

37% of the students qualify for free or reduced lunch program.

Homeless - 11 (This number includes families who marked "Temporary doubled up" on application.)

Foster - 1

SPED:

504 - 21

IEP - 62

$83/422 = 19\%$

### Graduation/Drop Out

According to CALPADS cohort data for 2015-2016:

8 dropouts/62 total = 12%

Of the 8 "dropouts"

\* Included 2 seniors deficient in credits who returned in 16-17 and finished their high school career.

\* Included 2 students who had previously repeated a year of high school at another school.

\*\*\* This cohort includes students whose 9th grade year was in 2012-2013

*Based on our own record, not the cohort, 2 students from the senior class of 2016 did not graduate. Both are attending for the 16-17 school year and one has already completed the program during the first semester. Therefore,  $2/53 = 3.7\%$*

## School Population

American Indian = 3%

Asian = .47%

Filipino = .23

Hispanic = 17.29%

African American = 1.89%

White = 77%

Based on school records, in grades 9-12 there were 5 students who left early and did not enroll in another program to our knowledge. Four of those were 18 when they withdrew. The two "drop out seniors above are not included in this count.

Final =  $5/341 = 1.46\%$

## LCAP HIGHLIGHTS

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

This year Gold Rush Charter School's LCAP focuses on areas of student needs as determined through the use of the State Dashboard, staff and parent surveys and student needs research. The highlights are:

### 1. Academic Success ( College/Career)

- \* Career and College Center
- \* Technology Upgrade
- \* Attendance – Appointment Accountability

The purpose of this goal is to work for students to have better graduation success rates, lower dropout rates and make students better prepared for their future goals whether that be through a college or career path.

### 2. Basics (Teachers, Materials, Facilities)

- \* Credit Recovery Improvements. More hours/new facility/one on one appointments on Fridays.

The purpose of this goal is to create a stronger learning environment for socioeconomically disadvantaged students and all students who have a need to recover lost high school credits. The goal is to improve graduation success rates.

### 3. Implementation of Academic Standards –

- \* ELA Workshops/NGSS Staff Development & Selection

The purpose of this is to successfully transition from current learning models and curriculum to new CCSS aligned models and curriculum.

### 4. Parent Engagement –

- \* NGSS Parents night with science activities. GRCS STEM Parents Night

The purposes of these events are to educate parents, in a positive approach, to the new CCSS for NGSS and all upcoming new curriculums. The goal is to create a positive buy in with parents of CCSS materials.

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

#### Green - Graduation Rates

All Students	Increased 30.1%
Socioeconomically Disadvantaged	Increased 32.1%
White	Increased 32.5%
Students with Disabilities ( Lowest Improvement)	Increased 12.1%

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

### GREATEST NEEDS

#### Orange – Suspension Suspensions

Students with Disabilities	Increased 1.3%
Hispanics	Increased 2.9%

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

### PERFORMANCE GAPS

As mentioned above, GRCS has an Orange level in the Dashboard topic of Suspension. This information however can be misleading as the dashboard information is old. Suspension rate is below 5%.

**INCREASED OR IMPROVED SERVICES**

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

The focus of this LCAP is an across the board improvement in many areas of our institution that will benefit all the students. Whether a student is a SPED student, socioeconomic disadvantaged student or an academically successful student these programs outlined in this LCAP are an attempt to increase student success in areas of academic development and achievement. The significant actions to improve services are:

- The Addition of the College/ Career Center
- Improvements to Technology to allow for better student access to classes
- Expanded Credit Recovery Program

**BUDGET SUMMARY**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 3,625,176.00

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

\$ 254,162.00

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

Expenditures that are not included in the LCAP are primarily operational costs that contribute to the schools overall function:

- Deferred maintenance costs
- Equipment Rentals. (copiers)
- General supplies such as office supplies

\$ 3,473,225.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2017-2018

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

<h2>Goal 1</h2>	Improve student Learning and Success opportunities LEA wide.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1a. Credit Recovery will be held 4 days a week, on campus (as opposed to Independent Study). Will be tracked by student attendance and completion of work as well as a 10% increase in students meeting the class requirements for their academic year.

1b. Ensure all staff is aware of Concurrent Enrollment and its coinciding criteria. Gold Rush will track the number of students who utilize Concurrent Enrollment annually. In reviewing the 14/15 1c progress, it was discovered that many students opted not to participate in concurrent enrollment due to transportation issues. Therefore, for the 16/17 school year, there will be a focus on researching available transportation options for high school students to Columbia College.

1c. To ensure students get support for placement and enrollment into Columbia College GRCS will hold college days at the high School campus. This event will include college information, placement testing

### ACTUAL

1a. Credit Recovery operated for four days a week with some students utilizing extra support on Fridays.

1b. All High school teachers were updated on the programs offered at Columbia College. Presentations were also made by staff from the college. Bus tickets were available at the school counter for students needing transportation. GRCS purchased tickets in the fall of 2016. Of those tickets purchased none were used by students to travel to Columbia College

This year 23 students enrolled and completed at least one class at Columbia College.

1c. \* Michelle Walker from MEOC was onsite on 4/12/17. All onsite students attended a college information meeting.

\* Michael Igo with Columbia College Student Support came 4/19/17

and online registration opportunities.

1d. Administration will oversee all Independent Study appointments are met via schedules and attendance tracking sheets submitted to the principal at the end of each learning period. In reviewing this goal for 15/16, it was found that improvement was made, but a new goal of better attendance tracking will be instituted.

1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses. In reviewing this goal, an audit date for Fall 2016 will be selected for a random internal audit to verify teachers are utilizing the 4-year education plan form. New forms created in the Spring of 2016 will be implemented. These three forms, one for Bronze, one for Silver and one for Gold will be introduced in the fall 2016.

to meet one on one with students.

\* 21 students filled out online applications for 17/18  
(17 onsite 4 IS)

\* Placement testing was completed for all students.

1d. The IS Secretary tracks all appointments. When an appointment is missed she works to reschedule the appointment within 24 -48 hours. The tracking system has allowed teachers to work to reschedule 100% of all appointments. Through this plan Warning Letters and Warning Letter Plans were created to help the student gain academic success.

Each learning period a printed report is given to Administration that includes all student appointment information. It is compared to teacher attendance sheets for each learning period.

1e. Teachers use the 4 year plans to create each semesters plan. The plans are also used for tracking college credits.



1f. Due to the success and enrollment in the new technology class that was added for students on Fridays from 9-11, GRCS will continue to offer technology classes on Fridays for K-12 IS students. One goal of this class is to encourage students to participate in state mandated testing by easing their fears of using technology for testing.

1g. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.

1h. Survey students, parents, staff and board members to gain input in LCAP decision making process

1f. The K-8 students meet Friday mornings from 8:00-9:00 and 9:00 - 10:00. The 9-12 students meet from 11:00-12:00 and 12:00-1:00. The IS 9-12 students also have the opportunity to attend the tech class on Thursdays.

1g. N/A Due to the changes with No Child Left behind.

1h. Utilized the CCSS survey.

Student overwhelmed:

Never 35%

Seldom 44%

Often 16%

Always 2%

Student understands lesson:

Never 2%

Seldom 1%

Often 50%

Always 47%

1i. Classroom aide to help student instruction and student academic success.

1j. As recommended in our 2016 WASC visit review GRCS high school will bench mark all high school math and English students in LP1,3,5,7 and .

1k. In a staff survey it was suggested that GRCS offer a pull out or extra reading help to challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-8 students.

1l. GRCS will begin coordinating with Columbia College to hold one or more courses at the High School site for the 17/18 school year.

Parent able to assist:

Never 8%

Seldom 9%

Often 33%

Always 48%

1i. Three classroom aides work Monday through Thursday from 8:00-3:00 assisting in the classroom. They support the teachers with grading of papers, carrying out lessons and one on one student curriculum support. One aide also oversees the Fast ForWord program each morning that helps those students who need extra reading support.

1j. Bench mark tests took place: 8/1/2016 - 1/17/2017 - 5/25/2017

1k. Fast ForWord program started in October 2016. Twenty k-6 grade students utilize the program at one time and are supervised by the Instructional Aide. Student success is varied by motivation with some students showing an improvement as much as 2.5 grades in 6 months.

1l. We are still working on plans with Columbia College to make this a possibility.

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 **1A**

Actions/Services	<b>PLANNED</b> Credit Recovery will be held 5 days a week, 9 am to 2 pm, on campus (as opposed to Independent Study). Staff/Rent/Operations	<b>ACTUAL</b> A new Credit Recovery teacher was hired and a new suite opened for the classroom. It was decided that M-TH was a better option for the students and teachers.
Expenditures	<b>BUDGETED</b> \$26,672.00	<b>ESTIMATED ACTUAL</b> \$46,210.00

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 **1B**

Actions/Services	<b>PLANNED</b> Transportation option for Columbia College.	<b>ACTUAL</b> Transportation vouchers were available for students to use not only for college transportation but also for teacher/student appointment needs. None of the students used the tickets for college transportation but many used them to travel to school appointments.
Expenditures	<b>BUDGETED</b> \$500.00	<b>ESTIMATED ACTUAL</b> \$ 40.00

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 **1C**

Actions/Services	<p><b>PLANNED</b> College information days for placement testing and college registration.</p>	<p><b>ACTUAL</b> * Michelle Walker from MEOC was onsite on 4/12/17. All onsite students attended a college information meeting. * Michael Igo with Columbia College Student Support came 4/19/17 to meet one on one with students. * 21 students filled out online applications for 17/18 (17 onsite 4 IS) * Placement testing was completed for all students</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

ACTIONS / SERVICES

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

Action **1D**

Actions/Services	<p><b>PLANNED</b> Office manager/site coordinator will oversee and track that all Independent Study appointments are met and report to Principal. Will also be in charge of coordinating IS Curriculum and other duties.</p>	<p><b>ACTUAL</b> Employee tracks all IS appointments. When a student misses an appointment the Secretary track to verify that a new appointment is rescheduled within 48 hours. Results are tracked and reported to Administrator each Learning Period.</p>
Expenditures	<p><b>BUDGETED</b> \$27,300.00</p>	<p><b>ESTIMATED ACTUAL</b> \$29,119.92</p>

ACTIONS / SERVICES

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

Action **1E**

Actions/Services	<b>PLANNED</b> Implement new 4 Year Tracking Plan sheets.	<b>ACTUAL</b> Sheets created and completed at all student Master Agreement meetings and semester class registration.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **1F**

Actions/Services	<b>PLANNED</b> Independent Study technology classes.	<b>ACTUAL</b> Started offering K-8 and 9-12 IS Technology classes in the fall of 2016. 12 High School students and 12 Elementary students.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **1G**

Actions/Services	<b>PLANNED</b> Enroll teachers in verification process for HQT.	<b>ACTUAL</b> Not require as NCLB ended.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **1H**

Actions/Services	<b>PLANNED</b> LCAP survey. During learning periods 2, 5, 7 and 9, each student will have the opportunity to be surveyed to give their input for the LCAP goal process.	<b>ACTUAL</b> Utilized other information for these purposes.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **1I**

Actions/Services	<b>PLANNED</b> Hire Classroom Aides to help with academic success.	<b>ACTUAL</b> Three aides hired for classrooms and one for SPED. Employees oversee Fast ForWord attendance, assist one on one in classroom, grade papers and help organize homework packets.
Expenditures	<b>BUDGETED</b> \$58,211.00	<b>ESTIMATED ACTUAL</b> \$35,516.00

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 **1J**

Actions/Services	<b>PLANNED</b> As recommended in our 2016 WASC visit review GRCS high school will bench mark all high school math and English students throughout the year.	<b>ACTUAL</b> Testing took place for all students on their first visit with newly assigned teacher. Testing continued through the year to determine improvements or student needs.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **1K**

Actions/Services	<p><b>PLANNED</b>                  In a staff survey it was suggested that GRCS offer a pull out or extra reading help to challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-8 students.</p>	<p><b>ACTUAL</b>                  Started Fast ForWord in October 2016. 20 students started program.</p>
Expenditures	<p><b>BUDGETED</b>                  \$5,000.00</p>	<p><b>ESTIMATED ACTUAL</b>                  \$5,255.64</p>

ACTIONS / SERVICES

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

Action **1L**

Actions/Services	<p><b>PLANNED</b>                  GRCS will begin coordinating with Columbia College to hold one or more college courses at the High School site for the 17/18 school year.</p>	<p><b>ACTUAL</b>                  Still in process.</p>
Expenditures	<p><b>BUDGETED</b>                  \$0.00</p>	<p><b>ESTIMATED ACTUAL</b>                  \$0.00</p>



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.

<b><u>Goal 1: Improve student Learning and Success opportunities LEA wide.</u></b>	
Describe the overall implementation of the actions/services to achieve the articulated goal.	The goals for this section were generally implemented. The added area of Credit Recovery was improved and extended days were provided. More emphasis was added to promote college opportunities. Attendance tracking for IS appointments was reported at each learning period. Job duties of instructional aides was enlarged to cover new Fast ForWord program and IS tech classes were added for K-8 IS students. All students were given bench mark testing. This included at risk students, SPED students and socioeconomically disadvantaged students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the combined efforts 52% of Credit Recovery students made significant positive progress in the academic 4 year plan with 50% meeting graduation requirements. There was a 5% increase in the exceed category from 15-16 ELA testing and a 13% increase in the Meets category for 11th grade The Fast ForWord program saw many students successfully increasing reading awareness and comprehension. Levels increased 2.2/1.3/2.3/1.7/1.1/1.5/1.5 grade levels.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material differences in estimated and actual costs were primarily due to: *Credit Recovery teacher change is salary from prior LCAP plan. * Transportation. Not as many students needed service as originally predicted. * Office Manager slight change is salary.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

# Annual Update

LCAP Year Reviewed: 2017-2018

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

<h2>Goal 2</h2>	Improve logistics for all grade levels for all students.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 2a. Purchase new furniture and technology, as needed, for each site.
- 2b. Continue lease of the Country School to ensure small class size, maintain self contained classrooms and to help maintain SPED services.
- 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.

#### ACTUAL

- 2a. Desks, chairs and science tables have been purchased for classrooms. We have also added new furniture for IS, Technology and credit Recovery students.
- 2b. Lease continued and new 3 year lease is in negotiations.
- 2c. Through our lease of the new suite we have grown Credit Recovery to serve more students.

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 **2A**

Actions/Services	<b>PLANNED</b> Purchase new furniture and technology, as needed, for each site.	<b>ACTUAL</b> None
Expenditures	<b>BUDGETED</b> \$4,621.00	<b>ESTIMATED ACTUAL</b> \$0.0

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 **2B**

Actions/Services	<b>PLANNED</b> Continue lease of the portables/multipurpose room and additional student restrooms at the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services.	<b>ACTUAL</b> Continued lease of school. This gives better opportunities for all student success. Smaller classrooms and avoid combo grade classes for students so that student success can be achieved.
Expenditures	<b>BUDGETED</b> \$42,912.00	<b>ESTIMATED ACTUAL</b> \$42,912.00

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 **2C**

Actions/Services	<b>PLANNED</b> Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.	<b>ACTUAL</b> Landscaping maintained.
Expenditures	<b>BUDGETED</b> \$1,000.00	<b>ESTIMATED ACTUAL</b> \$0.00

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.

<b><u>Goal 2: Improve logistics for all grade levels for all students:</u></b>	
Describe the overall implementation of the actions/services to achieve the articulated goal.	Prior to the new administration student teacher appointments took place in many locations including homes, restaurants and libraries. Through the efforts of the LCAP goals new facilities were leased and new logistical improvements made. This allowed for all students to have a maintained professional learning center where focus on studies could take place. New SPED facilities were added to all sites. These services impacted all student including SPED students and socioeconomically disadvantaged. One challenging area is the current lease renewal negotiations.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The graduation rate has increased and the dropout rate has decreased. School enrollment has increased due to the WASC 6 year Accreditation that GRCS received and due to the better quality of the schools learning environment. When a student has a professional classroom to attend they perform to the improved standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material differences in estimated and actual costs were primarily due to the difference in the amount spent on landscaping not coded under LCAP.
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.	Changes will include continued logistical improvements for students learning centers. College/Career/Tech

# Annual Update

LCAP Year Reviewed: 2017-2018

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

<h2>Goal 3</h2>	<h3>Implementation of Common Core State Standards and all new curriculum</h3>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study.

3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings. New teachers will receive Beginning Teacher Support Assessment (BTSA)

3c. Annually hold Common Core Parent Information Nights in new subject matter as recommended by the curriculum framework development and adoption. Will be measured by attendance sheets and parent feedback via evaluation forms.

3d. Various staff will participate in CCSS Staff development days to

### ACTUAL

3a. The new selection process will take place in 2017-2018

3b. Three teachers are currently completing BTSA training.

3c. These nights will be utilized for NGSS in 17/18. Utilized surveys in 16/17.

3d. ELA Training for curriculum was not offered through COE so GRCS is offered ELA training through publisher. Two staff members attended NGSS conference with Administrator.

3e. New tablets were purchased for k-12 students.

promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.

3e. Technology will be purchased and/or updated as needed to improve student academic success. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.

3f. Continue to conduct, for all Common Core adopted subjects, various mini-pilots using CCSS aligned material to be measured by module assessments coordinated and implemented by teachers.

3g. Multiple surveys will be issued to parents to evaluate their comprehension of the Common Core curriculum and their ability to assist their student(s) with homework and independent study work. Parents will also evaluate the time they spend on assignments.

3h. Board will be invited to Common Core parent information nights to continue to educate them on Common Core material, needs and concerns. Board will receive monthly updates on parent surveys and trainings for staff and the content of trainings.

3f. Pilots continued through the year in ELA and Fast ForWord  
3g. Survey completed. Results reviewed.

3h. Board updated on LCAP through the year in Directors Board of Trustee's report.

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 **3A**

Actions/Services	<b>PLANNED</b> Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study.	<b>ACTUAL</b> ELA curriculum was purchased for grades K-12 Independent Study, Country and High School.
	<b>BUDGETED</b> \$15,000.00	<b>ESTIMATED ACTUAL</b> \$57,737.16
Expenditures		

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 **3B**

Actions/Services	<b>PLANNED</b> Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings. New teachers will receive BTSA training.	<b>ACTUAL</b> BTSA was offered to staff members. ELA training took place for all K-12 teachers. Three K-8 teachers and 1 High school teacher are currently in the program.
	<b>BUDGETED</b> \$8518.00	<b>ESTIMATED ACTUAL</b>
Expenditures		



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 **3C**

Actions/Services	<b>PLANNED</b> Annually hold Common Core Parent Information Nights in new subject matter as recommended by the curriculum framework development and adoption. Will be measured by attendance sheets and parent feedback via evaluation forms.	<b>ACTUAL</b> This year there was not a selection process for any subject. New CCSS ELA was made available for review.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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 **3D**

Actions/Services	<b>PLANNED</b> Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.	<b>ACTUAL</b> ELA training is for all K-12 staff from the Journeys and Collections publisher. Teachers attended webinars to utilize new Fast ForWord program.
Expenditures	<b>BUDGETED</b> \$0.00	<b>ESTIMATED ACTUAL</b> \$0.00

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

**3E**

Actions/Services	<b>PLANNED</b> Technology will be purchased and/or updated as needed to improve student academic success. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.	<b>ACTUAL</b> Tablets/Video/etc
	<b>BUDGETED</b> \$4621.00	<b>ESTIMATED ACTUAL</b>
Expenditures		

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

**3F**

Actions/Services	<b>PLANNED</b> Continue to conduct, for all Common Core adopted subjects, various mini-pilots using CCSS aligned material to be measured by module assessments coordinated and implemented by teachers.	<b>ACTUAL</b> Pilots were completed to train on the navigation of the ELA website and on the Fast ForWord program.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures		

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 **3G**

Actions/Services	<p><b>PLANNED</b> Multiple surveys will be issued to parents to evaluate their comprehension of the Common Core curriculum and their ability to assist their student(s) with homework and independent study work. Parents will also evaluate the time they spend on assignments.</p>	<p><b>ACTUAL</b> Parent surveys were completed for all students. The results were reviewed and parented report high understanding of curriculum. Parent reports show low student need for extra help in ELA CCSS material.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

ACTIONS / SERVICES

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

Action **3H**

Actions/Services	<p><b>PLANNED</b> Board will be invited to Common Core parent information nights to continue to educate them on Common Core material, needs and concerns. Board will receive monthly updates on parent surveys and trainings for staff and the content of trainings</p>	<p><b>ACTUAL</b> Board reports completed.</p>
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Expenditures

BUDGETED

ESTIMATED ACTUAL

**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.

**Goal 3: Implementation of Common Core State Standards and all new curriculum:**

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

The greatest improvement was the added classes to the IS technology. This allowed an outreach to all students and disadvantaged students who did not have the use of technology in the home. New CCSS ELA curriculum was added and MATH 3 was implemented. Four teachers were offered the BTSA training opportunities.

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

With the addition of tablets and reading curriculum students who tested low in reading were offered the chance to attend daily reading classes. Some students showed a grade level increase of 2.5 grade levels in just 4 months. It is hoped that the availability of technology classes for ALL students will result in a larger percentage of students taking state mandated tests and that scores increase due to the combination of all new LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The purchase of ELA was extremely different than budgeted.

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.

Continued efforts in CCSS curriculum adoption with the addition of parent Science nights to gain support for CCSS curriculum. Added staff trainings for CCSS.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Gold Rush Charter is committed to stakeholder involvement to assist in the development of an LCAP plan.

### **Fast Forward**

August 19, 2016 Training ( Kim Geiger, Justine Morrison, Julie Shaw, Mikaela Harris, Bonnie Ruby, Kia Barrieau)

August 26, 2016 Training Webinar ( Kim Geiger, Justine Morrison, Julie Shaw, Mikaela Harris, Bonnie Ruby, Kia Barrieau)

February 8, 2017 Program results update ( Kim Geiger, Justine Morrison, Julie Shaw, Mikaela Harris, Bonnie Ruby, Kia Barrieau)

April 20, 2017 Update of program Julie Shaw and Kim Geiger. Student success scores.

**Country School Staff Meetings** - Weekly

**High School Staff Meetings** - Weekly

**County LCAP Meetings:** 9/29/2016 - 10/26/2016 - 12/7/2016 - 1/11/2017 - 3/22/2017- 5/25/2017

Topics included new matrix/Dashboard/5x5 and updated reviews of LCAP's and links were provided to research needed information.

### **One on One Meeting:**

Diane Baumhover -COE 4/17/2017

Cathy Parker 2/3/2017 Reviewed new matrix

### **Technology Meetings:**

Todd Saunders - 2/16/2017 3/6/2017 Technology

**Administration Meetings** - Weekly

Bright Bytes - Updates 1/10/2017 Data 4/4/2017

**Robert Griffith**

**Common Core Survey**

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year? There were two areas that had the greatest impact.

1. The Dashboard - This information was valuable as it created a picture in one setting of improvements that we had made and it showed us areas where we were weak. Utilizing the Dashboard we looked at ways to polish programs that had positive impact and we looked at ways we could improve our school to benefit all students. For example, We found that our graduation rate had increased and we saw that our four year plan, better attendance tracking and Credit Recovery program were having positive results.

2. As we move forward to improve academic success for our students we looked at ways to improve student achievement and understanding. Since all students learn in different ways we are working to improve our cross curriculum as our teachers work hand in hand to help student success. With this in mind we are improving our technology program to benefit students not only in computer skills but also in NGSS, Social Science activities and State testing prep work.

Through surveys, questionnaires, staff meetings and continued communications we found a continued need for:

- \* Reading strengthening Programs Fast ForWord
- \* Continued need for and the growth of Credit Recovery
- \* Additional Staff trainings in all departments for the use of new curriculum.
- \* Continued growth of Technology

# 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.

New                       Modified                       Unchanged

### Goal 1

Provide opportunities for improved student learning and success by creating educational options LEA wide.

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

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

#### Identified Need

SPED and Socioeconomic students have higher risk of drop out  
 Need for higher graduation rates  
 Improve attendance  
 Decrease Drop Out

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CASSPP 11th Grade Scores	2016 Meets/Exceeds ELA 35% Math 15%	ELA 36% Math 16%	ELA 37% Math 17%	ELA 38% Math 18%
Graduation Rates	88.5%	90%	91%	92%
Increase Concurrent College Enrollment	22	25	28	30
Credit Recovery Completion rate to grade level.	53%	55%	57%	59%

Credit Recovery Graduation Rate	50%	51%	52%	53%
Academic Support Aides	3 current Aides	3 Aides	3 Aides	3 Aides



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 **1A**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: High School _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School/IS</u> _____	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Math Support – Purchase math programs to benefit student comprehension and scores. Transferring students scores are low upon arrival to our program Programs include but not limited to IXL and an extra Math Success period.		

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>			
Amount	\$2,000.00	Amount	\$2,000.00	Amount	\$2,000.00
Source		Source		Source	
Budget Reference	4310-9998-1000	Budget Reference	4310-9998-1000	Budget Reference	4310-9998-1000

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 **1B**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: High School _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School/IS</u> _____	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
+ <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Credit Recovery will be held to assist students who have fallen behind in credits and are in danger of not graduating with their class. A new facility will be added to offer more structure and opportunity for more student enrollment. This class will meet Monday – Thursday 9:00-2:00. Tracking will be done to determine student completion rate. Rate determined upon completion to grade level.		

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	\$43,610.00	\$ 44,482.00	\$ 45,371.00
Source			
Budget Reference	1101-9998-1000	1101-9998-1000	1101-9998-1000

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 **1C**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Independent Study</u> _____	<input type="checkbox"/> Specific Grade spans: <u>K - 12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. Improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to Administration.</p>		

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>			
Amount	\$33,200.00	Amount	\$34,030.00	Amount	\$34,880.00
Source		Source		Source	
Budget Reference	2401-9998-2700	Budget Reference	2401-9998-2700	Budget Reference	2401-9998-2700

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 **1D**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School Students</u> _____	<input type="checkbox"/> Specific Grade spans: <u>9- 12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
With the addition of students attending College classes we find there is a continued need for transportation services.	.	

2017-18	2018-19	2019-20
Amount: \$500.00	Amount: \$500.00	Amount: \$500.00
Source:	Source:	Source:
Budget Reference: 5858-9998-1000	Budget Reference: 5858-9998-1000	Budget Reference: 5858-9998-1000

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 **1E**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School/IS Students</u>	<input type="checkbox"/> Specific Grade spans: <u>9 - 12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. This will be done utilizing new position with the College/Career Center via College Block Grant.	College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. Potential of added on campus college classes.	



2017-18	2018-19	2019-20			
Amount	\$0.00	Amount	\$0.00	Amount	\$0.00
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 **1F**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Independent Study</u> _____	<input type="checkbox"/> Specific Grade spans: <u>9 - 12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Track student class success and educational goals with the continued use of the Four Year academic plan. These plans will help track diplomas, college enrollment and needs of all students including socioeconomically disadvantaged students. 25% of Salary		

2017-18		2018-19		2019-20	
Amount	\$15,375.00	Amount	\$15,676.00	Amount	\$15,987.00
Source		Source		Source	
Budget Reference	Classified Management	Budget Reference	Classified Management	Budget Reference	Classified Management

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 **1G**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Country School</u> _____	<input type="checkbox"/> Specific Grade spans: <u>K - 8</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
GRCS has experienced great success for our students with the addition of classroom aides. Continue to utilize 3 classroom aides for teacher assistance and program support.	.	

2017-18	2018-19	2019-20
Amount: \$62,680.00	Amount: \$64,241.00	Amount: \$66,493.00
Source:	Source:	Source:
Budget Reference: 2101--9998-1000	Budget Reference: 2101-9998-1000	Budget Reference: 2101-9998-1000

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 **1H**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School/Independent Study</u>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Bench Mark Testing – As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year. This will allow better placement for all students and especially new and transferring students. These bench mark tests will help track student success and student needs.		

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

New

Modified

Unchanged

## Goal 2

Improve Educational opportunities for all students with logistical upgrades LEA wide

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Lab	K-8 Tech Classes IS Tech Classes 10 Tech Students HS Tech Classes	1 Tech PD to staff 12 Tech Students	1 Tech PD to staff 13 Tech Students	1 Tech PD to staff 14 Tech Students
College/Career	NEW	1College/Career Day Add College/Career Center	1 College/Career Day Add College/Career Center	1 College/Career Day College/Career Center
Lease IS				
HEALTH Survey				
Lease CR	19 Credit Recovery Students	20 Credit Recovery Students	21 Credit Recovery Students	22 Credit Recovery Students

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 **2A**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: K-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Technology Lab remodel to improve curriculum opportunities to cross with CCSS and to create more room for added students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000.00	Amount: \$7000.00	Amount: \$7000.00
Source:	Source:	Source:
Budget Reference: 4410-9998-1000	Budget Reference: 4410-9998-1000	Budget Reference: 4410-9998-1000



**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 **2B**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School/ Independent Study</u>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
College/Career Center To offer college workshops and career advancement opportunities. Track work permits, hold career days.		Grant will end. Continue project support through LCAP. 30%-50% Salary

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,000.00	Amount: \$27,565.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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 **2C**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Independent Study</u> _____	<input type="checkbox"/> Specific Grade spans: <u>K-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Independent Study upgrade. Lease meeting areas.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$13,989.00	Amount: \$12,000.00	Amount: \$12,000.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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 **2D**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>High School</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Credit Recovery Upgrade. New Suite Lease increased student seating area.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$13,808.00	Amount: \$12,000.00	Amount: \$12,000.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

# 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.

New

Modified

Unchanged

### Goal 3

Improve student engagement and success through implementation of Common Core State Standards and new curriculum options

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CC Curriculum	ELA Addition	ELA Update Math Update	NGSS Science ELA/Math Update	NGSS Science ELA/Math Update
CCSS Training	None	4 Staff PD	4 Staff PD	5 Staff PD
Reading Support	20 Students	20 Students	20 Students	20 Students
Tech Curriculum				
CCSS Parent/Board Night	None	2 Parent Training Nights	3 Parent Training Nights	3 Parent Training Nights

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 **3A**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase CCSS aligned curriculum. (Varies by year)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000.00	Amount: \$90,200.00	Amount: \$80,000.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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 **3B**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CCSS Training for new curriculum. Will vary according to current years adoption.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

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 **3C**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Country School</u>	<input type="checkbox"/> Specific Grade spans: <u>K-8</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Reading Support Fast ForWord		Increase number of students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,000.00	Amount: \$10,000.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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 **3D**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Technology Curriculum		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000.00	Amount: \$4000.00	Amount: \$4000.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:



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 **3E**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CCSS Parent Nights		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$254,162

Percentage to Increase or Improve Services:

7.790%

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](#)).

Based on staff and student feedback, parent surveys and research we are implementing this years LCAP plan to benefit all students including SPED, socioeconomically disadvantaged, foster youth and homeless. Research demonstrates that when parents are active partners with the child and school then student outcome improves. With the continued rapid growth of GRCS it is evident that current LCAP programs are being successful and new programs are needed to grow services.

The following programs are designed to increase student and parent engagement for all students:

- \* Funding to implement parent/teacher NGSS CCSS workshops.
- \* Funding to continue reading improvement curriculum.
- \* Funding to grow college readiness.
- \* Funding to strengthen Credit Recovery Services.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

## Stakeholder Engagement

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

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

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark 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, mark 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

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark "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 selecting "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:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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