Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Golden Gate Community School	Rebecca Vichiquis Principal	rvichiquis@cccoe.k12.ca.us 925- 942-5308

2017-20 Plan Summary

The Story

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

Golden Gate Community School became a charter school in the 2017-18 school year. We have five classrooms and five Independent Study Centers throughout Contra Costa County serving 18 school districts with a student population that ranges from 7th to 12th grade. Golden Gate Community School is here to help students reach their full potential. We believe that all students can achieve great things with support. We provide our students a welcoming environment with a low student to teacher ratio. We are motivated to help our students move forward on their journey in life. We do this by giving students choices on what educational opportunities they would like to explore and providing support to meet their objectives.

The student ethnicity groups attending GGCS are as follows: 44% Hispanic, 32% Black, 13% White, Other 6%, and 5% not specified. We have 37% female students and 67% male students. The majority of students spoke English as their first language (72%) while 26% spoke Spanish as their first language and 2% spoke a different language. Most of our students fall into the 14-16 age range (48%) with 35% of the students being 17-18 and 11% are 19 and over. Our smallest age group is 11-13 year olds-- representing 6% of our population.

We provide three distinct learning opportunities:

- -Middle School Classes: Our middle school students are taught the four core classes plus electives/PE. They receive 270 instructional minutes per day. Tutoring support is also available after school on a daily basis.

- -High School classes: High School students are required to attend 270 minutes per day in the classroom. We offer two classroom sessions of 120 minutes each plus a third session of 30 minutes for credit recovery.

- -Independent Study: We also offer Independent Study for traditional age students at each site. Additionally, we offer Independent Study for adults over 18. Our adult program has experienced a lot of growth this year-- we served 33 adults in 17-18 and have served 66 so far in 18-19.

All Golden Gate Students create an Individualized Learning Plan that maps out their credit needs for a high school diploma as well as possible career choices and/or college options.

Along with academics, we offer social and emotional support via a school social worker, youth development specialist, and a Dean of Students.

We are very proud of the services we provide for our students and their families.

Given the itinerant nature of the student enrollment and the fact that most student enroll short-term, there are some recommended metrics that cannot be addressed, and those are noted below:

Traditional High school graduation rate (5E)

High school dropout rate (5D)

Middle school dropout rate (5C)

Graduates completing UC/CSU required courses (4C)

Progress on CELDT (ELPAC) (4D)

EL Reclassification Rate (4E)

Students who pass AP exams, or students who pass AP exams with 3 or higher (4F)

Early Assessment Program (EAP) Test Results (4G)

The Academic Performance Index is not included as it is no longer calculated by the state (4B)

Other metrics that will likely be used in lieu of those that are unavailable:

Pre-Post Learning Gains in ELA and Math

Number of students that earn a high school diploma

Number of students who pass one or more sections of a high school equivalency test (GED or HISET)

Number of students who earn a high school equivalency certificate (GED or HISET)

Number of students who successfully transition to another school placement, higher education, or employment

Annual parent/student/staff surveys

DASS Dashboard Indicators

LCAP Highlights

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

Working closely with stakeholders throughout the county, three goals have been identified as an area of focus over the next two years:

Goal 1: Foster respectful and collaborative school cultures that promote students' social-emotional well-being and increased engagement. (Priorities 3,5,6) Page 28

Goal 2: Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready. (Priorities 2,4,7,8) Page 37

Goal 3: Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning. (Priority 1) page 45

Review of Performance

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

Greatest Progress

Our greatest accomplishments have been our increased graduation rate and our student and parent satisfaction with the program. We plan to continue providing Individualized Learning plans for each student as well as provide increased targeted programming in the areas that students and parents have indicated an interest. Suspension is the only indicator on the dashboard that shows data. Our dashboard shows blue for Suspension for all students. There are no performance gaps for any subgroups.

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

Greatest Needs

Due to our small student population counts, we do not have detailed data on our Dashboard; however, looking at our own accountability reports, our greatest needs are reducing our chronic absenteeism rate and improving our attendance rate. We also need to work to improve our local and state academic indicator data.

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

Performance Gaps

Our dashboard shows no performance gaps. Most of our students come to us with academic levels below standard. Many have learning gaps and almost all have had negative interactions with their home school either behaviorally or in terms of engagement. We will be working with the CCCOE Curriculum and Instruction department, administrators and teachers to ensure training and implementation of targeted English Language Development standards across the content areas as well as to further improve our culturally relevant curriculum and strategies for differentiation. Additionally, we will be increasing our focus on PBIS and creating alternatives to suspension to further increase our positive sense of school culture.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Attendance Rate (5A) **18-19** Improve Attendance rate by 2% **Baseline** School Attendance Rate: 80%	NOT MET Our attendance rate decreased by 1% (from 68% in 17-18 to 67% in 18-19). Much of this change has to do with 2 factors: 1) the increase in adult students who are all students coming to us as previous "dropouts". While these students have taken the positive step of returning to school they are often trying to balance real life responsibilities as well as attendance. 2) When an Independent Study student misses a weekly appointment they are credited with missing 5 days of attendance. This "high-stakes" attendance has brought our overall attendance rate down.
Metric/Indicator Chronic Absenteeism Rate (5B) **18-19** Improve Chronic Absenteeism by 2%	NOT MET Our chronic absenteeism rate has also increased by 1% (from 71% in 17-18 to 72% in 18-19)

Expected	Actual
Baseline Chronic Absenteeism Rate: 64%	
Metric/Indicator Suspension rate (6A) **18-19** Improve Suspension rate by 5% **Baseline** Suspension Rate: 12%	MET Our suspension rate has fallen to 3% this year compared with 12% in 16-17.
Metric/Indicator Parent/Student/Survey (6B,6C) **18-19** Improve the number of participants in the stakeholder surveys by 10% **Baseline** Surveys: 39% of parent submitted a survey	IN PROCESS We are still receiving surveys from parents so our progress on this metric cannot be determined at this time.
Metric/Indicator Parent input on decision making, parent participation, including parents of unduplicated and special needs students (3A) (3B) (3C) **18-19** Increase parent participation to 60% participating in an on-campus activity. **Baseline** 4 parents participated in our SSC along with 15 students. 50% of our parents participated in an on-campus activity. 46 parents returned the parent survey.	NOT MET We have had parent events at Pittsburg (3), Brentwood (3) and Martinez (3) and Rodeo (2) campuses. For the most part, these events were well attended and included opportunities for parents to give feedback for the LCAP as well as see students present their work. We did not keep sign in sheets from the first events of the year and therefore are unable to calculate our participation rate accurately.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Utilize qualified counseling interns who are culturally competent and understand the	Contract for Interns to work with students	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 30,000	Contract with North Coast Family Services 5000-5999: Services And Other Operating

			Expenditures Supplemental and Concentration 13,200
needs of our population at all Golden Gate sites.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Employ social worker for Golden Gate community school to focus on attendance, climate and social/emotional needs.	We employed a School Social Worker.	1000-1999: Certificated Personnel Salaries Title I 96,991	Salary and benefits for social worker 1000-1999: Certificated Personnel Salaries Title I 98,298
		3000-3999: Employee Benefits Title I 51,057	Salary and benefits for social worker 3000-3999: Employee Benefits Title I 51,567

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Conduct regular attendance team meetings to disseminate and discuss weekly chronic absence and truancy reports by school site and by classroom. Track, monitor and report on attendance rates to staff, State and other stakeholders.	We convened our Student Success Team on a weekly basis.	No additional costs. Provided by existing staff.	-

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Provide school staff with professional development in trauma informed practices, restorative classroom practices, and culturally responsive teaching.	Our whole staff participated is culturally responsive pedagogy training during our staff meetings. Several staff members attended training provided by outside agencies (Epoch Education and Restorative Justice). We plan to increase training in these areas in the coming year.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25000	Training provided 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 748.17

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Support and update parent web page with resources, parent handbook and access to newsletter	Our website has been updated and the content refreshed regularly.	No additional costs. Provided by existing staff.	- -

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Offer parenting workshops throughout the year with community- based agencies such as COPE	We have provided parents with workshops and counseling as needed	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15000	Contract with COPE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,096.47

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Conduct SSC/ELAC/LCAP meetings and other regularly scheduled parent/stakeholder engagement meetings.	We have held regular meetings as well as several parent engagement events.	4000-4999: Books And Supplies Base 500	Meetings were held regularly 4000-4999: Books And Supplies Base 3,028.63

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Identify strategies to increase student attendance through attendance rewards and incentives program. .	We developed a structured attendance incentive program and implemented it in the Spring semester.	4000-4999: Books And Supplies Base 8000	Incentives purchased 4000-4999: Books And Supplies Base 6,871.04

Action 9

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1.9 .Employ Dean of Students to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance.	We employed a Dean of Students.	1000-1999: Certificated Personnel Salaries Title I 113,414	Salary and benefits 1000-1999: Certificated Personnel Salaries Title I 95,443
		3000-3999: Employee Benefits Title I 55,024	Salary and benefits 1000-1999: Certificated Personnel Salaries Title I 47,086

Analysis

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

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

This year we made strides in two important objectives related to this goal. We increased the number of parent events and we convened our Student Study Team to regularly to address issues surrounding attendance.

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

Our results in this area were mixed. Many parents participated in the events we provided. The Student Success Team we implemented did not have a positive effect on the attendance metrics we were attempting to influence.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1- Our contract for counseling interns was only $13,200 ($30,000 budgeted)
Action 1.4- We only spent $748.17 on outside training ($25,000 budgeted)
Action 1.6- Our contract with COPE has only been utilized for $1,096.47at this point ($15,000 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.

In the coming year, we plan to run two intervention teams with distinct members and purposes:
1) We will continue with our Student Success Team but limit its charge to examining ONLY attendance data. At many times this year, this team's focus was shifted to handle behavioral and mental health crises.
2) We will establish a Student Intervention Team that will focus on behavioral and mental health issues.
It is our aim to have each of these teams be led by an Administrator and report out monthly to the Director to more closely monitor effectiveness as we move along.
We also plan to increase training around Restorative Justice and PBIS for all staff.

In regards to parent involvement, we intend to increase the frequency and vary the timing and type of event offered to parents. This metric will also be discussed monthly and parent attendance and goal progress will be tracked in more detail and more frequently.

As a result of our stakeholder feedback, we clarified the language of the goal's AMOs and Actions.
We also modified Action 1.1 to reflect our new .5 FTE psychologist position and Action 1.4 to include language about our focus on Alternatives to Suspension.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the number of High School graduates. (5E) **18-19** Increase by 12% the number of High School Graduates. **Baseline** 25 students graduated in 2017-18	MET 88% increase (26 grads in 17-18 and at least 49 grads in 18-19). We have already graduated 12 students and have at least 37 more students who will graduate at the end of the Spring Semester.
Metric/Indicator Staff development opportunities to support common core state standards (2A) **18-19** Maintain 100% staff participation in professional development for the Common Core State Standards **Baseline** 100% of staff participated in Professional development for Common Core State Standards	MET 100% of staff have participated in Professional Development around implementing the Common Core State Standards

Expected	Actual
Metric/Indicator Google Classroom and Odyessyware (online) available to every student, including Independent Study. (7A) (4C) (2A) (1B) **18-19** Maintain Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers will use Google Classroom 50% of the time. **Baseline** Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers do not utilize Google Classroom	NOT MET Classroom teachers have maintained 100% student access in their setting. Independent Study Teachers have struggled to reach 50% utilization as many students do not have access to a device and wifi at home (this is addressed in our modified actions for 2019-20. See page # of this document)
Metric/Indicator Pre and Post testing of every student using Renaissance Place upon registering and exiting (8A) **18-19** Increase by 2% on Reading Post Tests learning gains. Increase by 2% on Math Post Tests learning gains. **Baseline** Reading Post Tests: 66% of students showed a gain in reading test scores Math Post Tests: 69% of students showed a gain in math test scores	NOT MET Our pre and post testing (Renaissance) have not shown increased learning gains this year. 44% of students showed growth on the ELA portion of the test while 40% showed gains in math. (this is addressed in our modified actions for 2019-20. See page # of this document)
Metric/Indicator Individualized Learning Plan created for each student with the goal of providing as broad a course of study as is possible (7B, 7C) **18-19** Maintain updated ILPs for 100% of students **Baseline** 100% of all students have an Individualized Learning Plan that is updated every quarter.	MET 100% of our students completed ILPs this year.
Metric/Indicator Students receiving guidance from Youth Development Counselor (4C) **18-19** Maintain 100% of high school students meeting with YD counselor **Baseline**	MET 100% of High School students met with our YDS counselor this year.

Expected	Actual
100% of high school students meet with our Youth Development Counselor about College to Career opportunities as well as receive job training opportunities and job placement.	
Metric/Indicator EL students will make progress in acquiring English (4D) **18-19** Create a baseline of students performance levels in ELPAC. **Baseline** Students took the ELPAC summative assessment for the first time in the spring of 2018.	IN PROCESS Our students took the ELPAC again this year. We have not received the data about student performance needed to be able to ascertain our progress on this measure.
Metric/Indicator SBAC results (4A) **18-19** Increase by .5 percent the participation rate and number of students who demonstrate proficiency in statewide academic assessments. **Baseline** 88.24% of students participated in the SBAC testing in 2016-17. . Percent of students that did not meet standard for 2017 in ELA is 93.18% Percent of students that did not meet standard for 2107 in Math was 97.67%	IN PROCESS We are still conducting CAASPP testing and will not received the data in time to be able to ascertain our progress on this measure.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide ongoing staff development opportunities for instructional strategies to support state standards and curriculum implementation.	Staff development fees were paid by other funding sources.	5000-5999: Services And Other Operating Expenditures Base 5,000	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Integrate, train, and monitor integration of project-based activities	Work on this action was provided by our Dean of Students and other internal staff.	4000-4999: Books And Supplies Base 5,000	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Provide Google Classroom Training for Independent Study teachers	Training was provided to IS teachers.	No additional costs. Provided with existing staff.	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Improve access to the curriculum through the Arts.	We contracted with Alameda County Office of Education to provide culturally relevant pedagogy professional development that included Arts Integration.	5800: Professional/Consulting Services And Operating Expenditures Title I 25,000	Contract with Arts Integration at ACOE 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Youth Development Counselor will implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.	We employed a YDS Counselor this year.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,883	Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 70,905
		3000-3999: Employee Benefits Supplemental and Concentration 31,911	Salary and Benefits 3000-3999: Employee Benefits Supplemental and Concentration 32,023

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Purchase additional software and other resources that support career and college readiness.	We did not purchase any additional software.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000	0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Provide professional development in differentiated instructional and Universal Design for Learning strategies across the curriculum.	We provided PD in UDL at our regularly scheduled staff meetings.	5000-5999: Services And Other Operating Expenditures Base 5000	0

Analysis

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

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

Our staff worked tirelessly with our students to ensure each student with potential to graduate had a strong plan for graduation and worked toward it. We continued our contract the ACOE for Arts Integration training that was conducted at our regularly scheduled staff meetings.

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

Our hard work to achieve a significant increase in the number of graduates we produced resulted in a significant increase. We were disappointed by the lack of academic gains shown by our pre and post testing. We also came to realize that it is not possible to implement an online curriculum with our IS students with out providing support to students who do not have access to a device and wifi at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 no expenditures for Common Core training ($5,000 budgeted)
Action 2.2 no expenditures for Project Based Learning support ($5,000 budgeted)

Action 2.6 no additional software purchased ($1,000 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.

As a result of our stakeholder feedback, we clarified the language of the goal's AMOs and Actions.
We also added a new Action 2.4 to provide computer and wifi access for our Independent Study students.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities will continue to be properly maintained and repairs made in a timely manner. (1C) **18-19** Ensure that all campus' are well maintained.and receive a rating of "Good" or "Excellent" **Baseline** The Brentwood and Martinez school sites received a rating of "Good" on the annual Facilities Inspection Tool. The Pittsburg and Rodeo sites received a rating of "Fair".	NOT MET Our Rodeo campus continues to fall into the "Fair" range on our FIT report.
Metric/Indicator The number of teachers teaching outside their subject are will remain low. (!A) **18-19** Continue to appropriately assign fully credentialed teachers in the classroom. **Baseline** All Teachers are fully credentialed and 75% are appropriately assigned	MET All teachers are properly credentialed for their assignment.

Expected	Actual
Metric/Indicator Students will have access to standards-aligned curriculum. (1B) **18-19** Pilot and adopt ELA curriculum **Baseline** ELA curriculum has not been piloted and adopted.	MET We piloted our ELA curriculum this year and will fully implement it in the coming year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Employ teachers with appropriate credentials for the Community School program.	Our expenditures increase as we hired and additional teacher to keep up with our growing program.	1000-1999: Certificated Personnel Salaries Base 665,750	Teacher Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 734,363
		3000-3999: Employee Benefits Base 336,780	Teacher Salaries and benefits 3000-3999: Employee Benefits Base 336,537

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Purchase Common Core aligned Board approved English Language Arts materials and texts.	We have purchased 17,780.77 worth of ELA curricular materials to date this year and are currently in process of purchasing additional materials.	4000-4999: Books And Supplies Base 30,000	Purchased Odysseyware and text books 4000-4999: Books And Supplies Base 30,000

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide staff development opportunities for ELA program.	Staff Development was provided by internal and contracted staff paid by other funds.	5800: Professional/Consulting Services And Operating Expenditures Base 20,000	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Inspect all school sites and ensure that each is properly maintained and repairs are made in a timely fashion.	We had expenses to upkeep our heating and plumbing at Pittsburg and Martinez sites and to address maintenance issues at Rodeo.	Work provided through indirect costs with CCCOE	FIT reports conducted, work orders generated, and completed. Furniture purchased. 4,292.77

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Pilot and purchase sufficient and appropriate ELD materials and services for EL students to access the core curriculum and gain English Language proficiency.	We did not purchase any ELD materials this year. We plan to pilot materials in the 19-20 school year.	4000-4999: Books And Supplies Supplemental and Concentration 30000	Pilot in process, materials will be purchased this summer 0

Analysis

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

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

We have consistently addressed physical plant issues that have come up over the course of the year. We have appropriate staff and materials for our needs. We piloted a new ELA curriculum this year that staff and students found engaging and relevant.

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

We continue to have physical plant issues with the condition of our Rodeo site (which is a rented facility)- the other sites are in good or excellent condition. Our staff have been incredibly flexible in adjusting to the growth of our program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None in this goal.

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.

In the coming year, we will be working with the PLCs developed in the Court School to provide more content specific training and lesson planning with colleagues. These groups are facilitated by our content experts in the Curriculum and Instruction department of the COE. We are also interested in exploring other facilities in West County.

Stakeholder Engagement

LCAP Year: **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?

The first School Site Council (SSC) meeting of the year was held on October 23, 2018. At that meeting, the SSC voted to become the LCAP Advisory Committee, the District English Language Advisory Council and the Charter School Advisory Board.

At the December 11, 2018 meeting, the SSC reviewed each of the school goals and the activities related to each goal. Feed-back and suggestions were gathered from the students, staff, parents and community members in attendance. Recommendations included: more college tours with the Youth Service Specialist, technology training for teachers, consideration of an online social-emotional learning curriculum, and additional incorporation of music and art into the classes.

The first LCAP Stakeholders meeting was held on February 20th, 2019. It was not attended by any community members, employee representatives from Local Union One or CTA. The Superintendent, Senior Director, Director, Principal and Dean of Students who were all preset used this time to review the LCAP goals in detail and receive feedback from the Admin staff about progress and ideas for implementation.

On February 13th, 2019, the LCAP goals, AMOs and Actions were discussed at an all staff meeting and input was received for minor changes.

At the February 28th School Site Council meeting, the Dean of Students led a discussion around student incentives for attendance. The students provided feedback on types of incentives that would change behavior.

Student, staff and parent surveys were distributed and collected during the Spring semester. Parent surveys were mailed with a self-addressed stamped envelope to 160 families and the link to the survey was posted on the school website. Only 8 parent surveys were returned to date but we are still receiving them via mail. We will make another push to hand them out to students to take home to their parents. The surveys received to date indicate that parents believe their students are very satisfied with the overall education their children are receiving and appreciate the care and availability of the staff members. The student surveys reported the following positive outcomes: 80% of students say it is "pretty much true or very much true that they have a teacher or some other adult "who listens to me when I have something to say" and 72% of students agree or strongly agree "the teachers at this school treat students fairly". Only 48% of students report that they do interesting activities at school.

Many parents also gave feedback during the stakeholder engagement meetings at the Parent BBQs held on March 7, 2019 in Brentwood, March 28, 2019 in Pittsburg and March 29, 2019 in Martinez.

Our second LCAP Stakeholders meeting was held on March 18th, 2019. One Board Member and the Youth Development Manager were present in addition to the Dean of Students and the Principal. We spent time discussing the LCAP structure and answering specific questions about our goals and metrics.

May 15th, 2019 was the date of the third LCAP Stakeholders meeting.   It was attended by 5 staff members and 2 COE board members. The Principal presented the mid-year update on the Golden Gate LCAP goals, which included an overview of the program, and update on goal progress, and next steps. This group then gave feedback about the AMOs and Actions for 19-20 which is incorporated into this draft.

The attendees then reviewed each section listed under the three goals for Mt. McKinley. Feedback was provided to indicate the effectiveness of actions and services.

At the May 17, 2019 School Site Council our draft AMOs and Actions for the 19-20 school year were reviewed and input given on proposed adjustments.

On June 5th, 2019 the Board will be presented with an LCAP overview and update. Suggestions from the Board and other stakeholders were incorporated into this current version of the LCAP. The 2019-20 budget will also be presented. This will also be the night of the public hearing where stakeholders will have one more opportunity to give input into the development of the LCAP.

The date for the LCAP and budget approval is set for June 19th, 2019.

Impact on LCAP and Annual Update

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

Information gleaned from parent, staff and student surveys, along with discussion at School Site Council meetings, at site staff meetings and at LCAP stakeholder meetings showed several themes that impact the LCAP. Improved positive environment and student supports were noted by all stakeholders. Several meetings were focused on examining data and outcomes for students. This data was then correlated to the actions and services designed to produce those outcomes.

As a result, the LCAP was written to include a focus on increasing parent participation at the school and continuing to offer parent workshops to support student needs, and a focus on meeting students' social/emotion needs through professional development and counseling interns.

Other actions that were recommended are a continued focus on positive behavior plans for students, including strategies to improve attendance, continuing to meet student needs by offering independent student and online courses.

New actions included the review and adoption of English Language Development materials.

As a result of a discussion at the CCCOE Board workshop, several of the targets were adjusted to recommended values.

Goals, Actions, & Services

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

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

New Goal

Goal 1

Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Identified Need:

There is a high rate of both excused and unexcused absences in the Community Schools. It is also quite challenging to engage parents. We have a lot of outreach, but we are not measuring the number of parents participating in parenting activities. It is important for school personnel have consistent behavior expectations, incentives and consequences for our students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rate (5A)	School Attendance Rate: 80%		Improve Attendance rate by 2%	Improve Attendance Rate by 5%
Chronic Absenteeism Rate (5B)	Chronic Absenteeism Rate: 64%		Improve Chronic Absenteeism by 2%	Improve Chronic Absenteeism by 5%
Suspension rate (6A)	Suspension Rate: 12%		Improve Suspension rate by 5%	Maintain a suspension rate no greater than 3%
Parent/Student/Survey (6B,6C)	Surveys: 39% of parent submitted a survey		Improve the number of participants in the	Improve the number of participants in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			stakeholder surveys by 10%	stakeholder surveys by 20%.
Parent input on decision making, parent participation, including parents of unduplicated and special needs students (3A) (3B) (3C)	4 parents participated in our SSC along with 15 students. 50% of our parents participated in an on-campus activity. 46 parents returned the parent survey.		Increase parent participation to 60% participating in an on-campus activity.	Increase parent participation to 70% participating in an on-campus activity.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

New Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	1.1 Utilize qualified counseling interns who are culturally competent and understand the needs of our population at all Golden Gate sites.	1.1 Contract for a counseling intern who is culturally competent and understands the needs of our population at all Golden Gate sites. Employ a .5FTE Psychologist to support students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		30,000	14,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			59,493
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries .5 FTE Salary for school psychologist
Amount			27,436
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits .5 FTE Benefits for school psychologist

Action 2

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	1.2 Employ social worker for Golden Gate community school to focus on attendance, climate and social/emotional needs.	1.2 Employ social worker for Golden Gate community school to focus on attendance, climate and social/emotional needs.

Budgeted Expenditures

Amount		96,991	99,308
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		51,057	54,627
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

All	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	1.3 Conduct regular attendance team meetings to disseminate and discuss weekly chronic absence and truancy reports by school site and by classroom. Track, monitor and report on attendance	1.3 Create a focused Attendance Study Team to disseminate and discuss weekly chronic absence and truancy reports by school site and by classroom. Track, monitor and report on attendance rates to staff, State and other stakeholders.

	rates to staff, State and other stakeholders.	Research other similar schools with high attendance rates and implement best practices for improving attendance. Develop and update an attendance improvement plan and assess and monitor its progress frequently.

Budgeted Expenditures

Amount		No additional costs. Provided by existing staff.	No additional costs. Provided by existing staff.

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action
	1.4 Provide school staff with professional development in trauma informed practices, restorative classroom practices, and culturally responsive teaching.	1.4 Continue professional development in restorative classroom practices and culturally responsive teaching for all school staff. Strengthen school-wide alternatives to suspension.

Budgeted Expenditures

Amount		25000	10000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	1.5 Support and update parent web page with resources, parent handbook and access to newsletter	1.5 Continue to support and update parent web page with resources, parent handbook and access about curriculum.

Budgeted Expenditures

Amount		No additional costs. Provided by existing staff.	No additional cost. Provided by existing staff.

Action 6

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action

| | 1.6 Offer parenting workshops throughout the year with community- based agencies such as COPE | 1.6 Continue to offer parenting workshops throughout the year with community-based agencies such as COPE. Survey parents to assess their needs and ideas about how to increase participation. |

Budgeted Expenditures

Amount		15000	4,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			15,000
Source			Title I
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 7

All	All Schools Specific Schools: Golden Gate Community School

<div align="center">

OR

</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	1.7 Conduct SSC/ELAC/LCAP meetings and other regularly scheduled parent/stakeholder engagement meetings.	1.7 Conduct SSC/ELAC/LCAP meetings and other regularly scheduled

	parent/stakeholder engagement meetings and evaluate how to increase participation.

Budgeted Expenditures

Amount		500	500
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

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

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

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
.	1.8 Identify strategies to increase student attendance through attendance rewards and incentives program. .	1.8 Create tiered system of attendance interventions including attendance rewards/incentives program based on best practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		8000	8000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	Unchanged Action
	1.9 .Employ Dean of Students to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance.	1.9.Employ a Vice Principal to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance.

Budgeted Expenditures

Amount		113,414	112,883
Source		Title I	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		55,024	55,116
Source		Title I	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

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

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

New Goal

Goal 2

Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                          Priority 4: Pupil Achievement (Pupil Outcomes)
                          Priority 7: Course Access (Conditions of Learning)
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Most students in the Community Schools are performing below proficient on standardized tests, high school students are typically deficient in credits and frequently experience difficulty in transitioning back to their former school, higher education or employment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of High School graduates. (5E)	25 students graduated in 2017-18		Increase by 12% the number of High School Graduates.	Increase by 12% the number of High School Graduates.
Staff development opportunities to support common core state standards (2A)	100% of staff participated in Professional development for Common Core State Standards		Maintain 100% staff participation in professional development for the Common Core State Standards	Maintain 100% staff participation in professional development for the Common Core State Standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Google Classroom and Odyessyware (online) available to every student, including Independent Study. (7A) (4C) (2A) (1B)	Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers do not utilize Google Classroom		Maintain Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers will use Google Classroom 50% of the time.	Maintain 100% staff participation in professional development for the Common Core State Standards. Maintain Google Classroom and online learning platforms available to 100% of classroom students. Independent Study Teachers will use Google Classroom 75% of the time.
Pre and Post testing of every student using Renaissance Place upon registering and exiting (8A)	Reading Post Tests: 66% of students showed a gain in reading test scores Math Post Tests: 69% of students showed a gain in math test scores		Increase by 2% on Reading Post Tests learning gains. Increase by 2% on Math Post Tests learning gains.	Increase by 2% on Reading Post Tests learning gains. Increase by 2% on Math Post Tests learning gains.
Individualized Learning Plan created for each student with the goal of providing as broad a course of study as is possible (7B, 7C)	100% of all students have an Individualized Learning Plan that is updated every quarter.		Maintain updated ILPs for 100% of students	Maintain updated ILPs for 100% of students
Students receiving guidance from Youth Development Counselor (4C)	100% of high school students meet with our Youth Development Counselor about College to Career		Maintain 100% of high school students meeting with YD counselor	Maintain 100% of high school students meeting with YD counselor

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	opportunities as well as receive job training opportunities and job placement.			
EL students will make progress in acquiring English (4D)	Students took the ELPAC summative assessment for the first time in the spring of 2018.		Create a baseline of students performance levels in ELPAC.	Increase by 2% the number of students showing gains in ELPAC.
SBAC results (4A)	88.24% of students participated in the SBAC testing in 2016-17. . Percent of students that did not meet standard for 2017 in ELA is 93.18% Percent of students that did not meet standard for 2107 in Math was 97.67%		Increase by .5 percent the participation rate and number of students who demonstrate proficiency in statewide academic assessments.	Increase by .5 percent the participation rate and number of students who demonstrate proficiency in statewide academic assessments.

Planned Actions / Services

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

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

New Action	Modified Action	Unchanged Action
	2.1 Provide ongoing staff development opportunities for instructional strategies to support state standards and curriculum implementation.	2.1 Continue to provide ongoing staff development opportunities for instructional strategies to support the Common Core Standards.

Budgeted Expenditures

Amount		5,000	5,000
Source		Base	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

All	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	2.2 Integrate, train, and monitor integration of project-based activities	2.2 Continue to monitor the implementation of project- based activities in which students use technology to demonstrate learning in all core areas.

Budgeted Expenditures

Amount		5,000	5,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	2.3 Provide Google Classroom Training for Independent Study teachers	2.3 Continue the use of Google Classroom and pilot online programs (NGSS, Edgentuity and Collaborative Solutions) in all classrooms

Budgeted Expenditures

Amount		No additional costs. Provided with existing staff.	No additional costs. Provided with existing staff.

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	2.4 Improve access to the curriculum through the Arts.	2.4 Purchase approximately 25 chrome books and mobile hot spots to provide curricular access to Independent Study students

Budgeted Expenditures

Amount		25,000	10,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income	LEA-wide	

Actions/Services

	New Action	Unchanged Action
	2.5 Youth Development Counselor will implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.	2.5 Youth Development Counselor will Implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.

Budgeted Expenditures

Amount		68,883	35,929
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		31,911	17,485
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			35,929
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			17,485
Source			Title I
Budget Reference			3000-3999: Employee Benefits

Action 6

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Low Income	LEA-wide	

Actions/Services

	New Action	Unchanged Action
	2.6 Purchase additional software and other resources that support career and college readiness.	2.6 Purchase additional software and other resources that support career and college readiness.

Budgeted Expenditures

Amount		1,000	1,000
Source		Supplemental and Concentration	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 7

OR

Actions/Services

	New Action	Unchanged Action
	2.7 Provide professional development in differentiated instructional and Universal Design for Learning strategies across the curriculum.	2.7 Provide professional development and coaching in differentiated instructional, Universal Design for Learning strategies and PBIS implementation

Budgeted Expenditures

Amount		5000	5,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 3

Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

The Brentwood and Martinez school sites received a rating of "Good" on the annual Facilities Inspection Tool.   The Pittsburg and Rodeo sites received a rating of "Fair".

In 2017-18 eight teachers were fully credentialed with two of those teachers teaching outside their subject area of competence.

English Language Arts materials are dated and new curriculum needs to be piloted and adopted.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities will continue to be properly maintained and repairs made in a timely manner. (1C)	The Brentwood and Martinez school sites received a rating of "Good" on the annual Facilities Inspection		Ensure that all campus' are well maintained.and receive a rating of "Good" or "Excellent"	Continue to ensure that all campus' are well maintained and receive a rating of "Good or "Excellent"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Tool. The Pittsburg and Rodeo sites received a rating of "Fair".			
The number of teachers teaching outside their subject are will remain low. (!A)	All Teachers are fully credentialed and 75% are appropriately assigned		Continue to appropriately assign fully credentialed teachers in the classroom.	Continue to appropriately assign fully credentialed teachers in the classroom.
Students will have access to standards-aligned curriculum. (1B)	ELA curriculum has not been piloted and adopted.		Pilot and adopt ELA curriculum	Continue implementation of ELA curriculum. Pilot and adopt Science and History curriculum

Planned Actions / Services

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

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	3.1 Employ teachers with appropriate credentials for the Community School program.	3.1 Employ teachers with appropriate credentials for the Community School program.

Budgeted Expenditures

Amount	665,750	926,443
Source	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	336,780	436,779
Source	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	3.2 Purchase Common Core aligned Board approved English Language Arts materials and texts.	3.2 Provide coaching for Implementation of the ELA/SS curriculum

Budgeted Expenditures

Amount	30,000	30,000
Source	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

All	All Schools

OR

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

	New Action	Unchanged Action
	3.3 Provide staff development opportunities for ELA program.	3.3 Provide staff development opportunities for Science program.

Budgeted Expenditures

Amount		20,000	5,000
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

All	All Schools

OR

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

	New Action	Unchanged Action
	3.4 Inspect all school sites and ensure that each is properly maintained and repairs are made in a timely fashion.	3.4 Inspect all school sites and ensure that each is properly maintained and repairs are made in a timely fashion.

Budgeted Expenditures

Amount		Work provided through indirect costs with CCCOE	Work provided through indirect costs with CCCOE

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	Unchanged Action
	3.5 Pilot and purchase sufficient and appropriate ELD materials and services for EL students to access the core curriculum and gain English Language proficiency.	3.5 Implement appropriate ELD materials and services for EL students to access the core curriculum and gain English Language proficiency.

Budgeted Expenditures

Amount		30000	5000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$205,629	19.73%

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).

Services for unduplicated pupils are increased or improved by more than the required 8%, as compared to services provided for all students. The details of these actions and services are described in the Goals, Actions and Services section of this plan and include:

1.1 A counseling intern and school psychologist will be provided to meet the social-emotional needs of our students. This is principally directed toward unduplicated pupils because they are the group most likely to have social-emotional needs as well as the need for more individualized attention.

1.4 Professional development addressing trauma informed and restorative practices and culturally responsive pedagogy. Strengthen school-wide alternatives to suspension. This is principally directed toward unduplicated pupils because they are the group most likely to have suffered (or be suffering) from trauma and the use of restorative practices and culturally responsive pedagogy has been widely shown to improve outcomes for students.

1.6 Continue to provide parenting workshops and parenting support. This is principally directed toward meeting the needs of unduplicated students because the research has shown that students with involved parents are more likely to earn higher grades, pass their classes, attend school regularly, have better social skills and adapt to school. Parenting workshops and support increase the degree of involvement of parents/guardians, especially those of English Learners, Foster Youth and Socio-Economically Disadvantaged students.

1.9.Employ Vice Principal to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance. This is principally directed toward meeting the needs of unduplicated students as we are trying to create an increased focus on cultural sensitivity and creating a welcoming school for all.

2.5 Youth Development Services counselor is principally directed toward our unduplicated students because data shows that our students are more likely to get training for a trade verses a studying for a traditional four year degree. The Youth Development counselor is the liaison between our local community colleges and all programs offered by Contra Costa County related to both college readiness and career training.

3.5 Review and adopt sufficient and appropriate ELD materials for EL students to access the core curriculum. This action is principally directed towards meeting the needs of English Learner students because our data shows that there is a gap in their local scores in both math and English.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$156,254

Percentage to Increase or Improve Services

21.85%

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).

Services for unduplicated pupils are increased or improved by more than the required 8%, as compared to services provided for all students. The details of these actions and services are described in the Goals, Actions and Services section of this plan and include:

1,1 Counseling interns will be provided to meet the social-emotional needs of our students. This is principally directed toward unduplicated pupils because they are the group most likely to have social-emotional needs as well as the need for more individualized attention.

1.4 Professional development addressing trauma informed and restorative practices and culturally responsive pedagogy. This is principally directed toward unduplicated pupils because they are the group most likely to have suffered (or be suffering) from trauma and the use of restorative practices and culturally responsive pedagogy has been widely shown to improve outcomes for students.

1,6 Continue to provide parenting workshops and parenting support. This is principally directed toward meeting the needs of unduplicated students because the research has shown that students with involved parents are more likely to earn higher grades, pass their classes, attend school regularly, have better social skills and adapt to school. Parenting workshops and support increase the degree of involvement of parents/guardians, especially those of English Learners, Foster Youth and Socio-Economically Disadvantaged students.

2.5 Youth Development Services counselor is principally directed toward our unduplicated students because data shows that our students are more likely to get training for a trade verses a studying for a traditional four year degree. The Youth Development counselor is the liaison between our local community colleges and all programs offered by Contra Costa County related to both college readiness and career training.

2.6 College and career materials . This action is principally directed toward meeting the needs of unduplicated pupils because there is a need to teach our students how to get and keep a job. This program trains students on how to interview for a job, how to create a resume, how to apply, and how to be a valuable employee.

3.5 Review and adopt sufficient and appropriate ELD materials for EL students to access the core curriculum. This action is principally directed towards meeting the needs of English Learner students because our data shows that there is a gap in their local scores in both math and English.

All actions and services counted as contributing to increased or improved services were taken with the needs of our unduplicated population in mind, based on careful analysis of data and input from our stakeholders. Since the LEA's unduplicated student population count is 100%, all of these actions and services might also be considered to be provided on a schoolwide or LEA-wide basis. However, they might also be considered as "Limited to Unduplicated Student Groups" since, in this case, all students and unduplicated students are one in the same.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$NA

NA%

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).

NA

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  (A) enrolled less than 31 days
  (B) enrolled at least 31 days but did not attend at least one day
  (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    (i) are enrolled in a Non-Public School
    (ii) receive instruction through a home or hospital instructional setting
    (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
  (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  (B) The total number of students in the cohort.
  (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  (B) The number of students in the DASS graduation cohort.
  (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,619,310.00	1,535,459.08	0.00	1,619,310.00	1,996,413.00	3,615,723.00
	0.00	4,292.77	0.00	0.00	0.00	0.00
Base	1,076,030.00	1,110,799.67	0.00	1,076,030.00	1,416,722.00	2,492,752.00
Supplemental and Concentration	201,794.00	117,972.64	0.00	201,794.00	341,342.00	543,136.00
Title I	341,486.00	302,394.00	0.00	341,486.00	238,349.00	579,835.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,619,310.00	1,535,459.08	0.00	1,619,310.00	1,996,413.00	3,615,723.00
	0.00	4,292.77	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	876,155.00	975,190.00	0.00	876,155.00	1,198,127.00	2,074,282.00
2000-2999: Classified Personnel Salaries	68,883.00	70,905.00	0.00	68,883.00	71,858.00	140,741.00
3000-3999: Employee Benefits	474,772.00	420,127.00	0.00	474,772.00	608,928.00	1,083,700.00
4000-4999: Books And Supplies	73,500.00	39,899.67	0.00	73,500.00	43,500.00	117,000.00
5000-5999: Services And Other Operating Expenditures	65,000.00	13,948.17	0.00	65,000.00	34,000.00	99,000.00
5800: Professional/Consulting Services And Operating Expenditures	61,000.00	11,096.47	0.00	61,000.00	40,000.00	101,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,619,310.00	1,535,459.08	0.00	1,619,310.00	1,996,413.00	3,615,723.00
		0.00	4,292.77	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	665,750.00	734,363.00	0.00	665,750.00	926,443.00	1,592,193.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	172,376.00	172,376.00
1000-1999: Certificated Personnel Salaries	Title I	210,405.00	240,827.00	0.00	210,405.00	99,308.00	309,713.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	68,883.00	70,905.00	0.00	68,883.00	35,929.00	104,812.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	35,929.00	35,929.00
3000-3999: Employee Benefits	Base	336,780.00	336,537.00	0.00	336,780.00	436,779.00	773,559.00
3000-3999: Employee Benefits	Supplemental and Concentration	31,911.00	32,023.00	0.00	31,911.00	100,037.00	131,948.00
3000-3999: Employee Benefits	Title I	106,081.00	51,567.00	0.00	106,081.00	72,112.00	178,193.00
4000-4999: Books And Supplies	Base	43,500.00	39,899.67	0.00	43,500.00	43,500.00	87,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	30,000.00	0.00	0.00	30,000.00	0.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	0.00	0.00	10,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	55,000.00	13,948.17	0.00	55,000.00	24,000.00	79,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	20,000.00	0.00	0.00	20,000.00	5,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	16,000.00	1,096.47	0.00	16,000.00	9,000.00	25,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Title I	25,000.00	10,000.00	0.00	25,000.00	26,000.00	51,000.00

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	394,986.00	317,338.31	0.00	394,986.00	460,363.00	855,349.00
Goal 2	141,794.00	112,928.00	0.00	141,794.00	132,828.00	274,622.00
Goal 3	1,082,530.00	1,105,192.77	0.00	1,082,530.00	1,403,222.00	2,485,752.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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