Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

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

LEA Name	Contact Name and Title	Email and Phone
Gateway to College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu 951-222-8089

2017-20 Plan Summary

The Story

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

Gateway College and Career Academy (GCCA), an early college high school that serves approximately 150 students, is located on the campus of Riverside City College (RCC), was authorized by the Riverside County Office of Education (RCOE) in 2013 and was renewed in 2018. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate by refocusing them on their education and preparing them for college and career as a pathway to post-secondary success. GCCA students arrive at our school from many districts throughout Riverside County. Most are not on track to graduate or have stopped attending school. On average, new GCCA students are 17.2 years old and have completed 90 high school credits by the time they enroll at GCCA.

Students attend a blend of high school and college level courses at RCC while completing their high school diplomas. Our staff and faculty support students by providing innovative and engaging instruction and holistic support. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive alternative school environment.

In 2018 the school received Dashboard Alternative School Status (DASS) under California Department of Education criteria and GCCA's charter was renewed through June 30, 2023.

LCAP Highlights

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

GCCA made several improvements during the 2018-19 year:

- Initiated a process for assessing and implementing effective instructional practices through teacher training and coaching.
- Initiated implementation of Positive Behavior Interventions and Supports (PBIS).
- Offered an expanded summer school program.
- Maintained strong college and career readiness activity with Guidance courses and college/CTE fieldtrips.
- Maintained dual enrollment program, average of 14 college units completed by graduates.
- Increased/improved instructional support by 2.0 FTE.
- Increased/improved EL support services by 1.0 FTE.
- Improved attendance interventions by implementing school wide "Success Initiative."
- Improved early academic interventions by closely monitoring student performance and providing timely support (closer collaboration between teachers, counselors and academic support teams).
- Improved mental health support services in partnership with RCC Student Health/Psychological Services.
- Increased instructional technology resources for EL and SPED students by adding 50 Chromebooks.
- Increased transportation support by providing bus passes.
- Increased nutritional support by expanding the Snack Pantry program.

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

The state has approved new data points (DASS) that more accurately capture academic progress made by students in alternative schools allowing GCCA to document its true effectiveness in increasing student learning, promoting graduation, developing college/career readiness, and significantly contributing to student's access to post-secondary success.

College Readiness:

College Readiness Block Grant: The final year of funding was used to increase awareness of post-secondary options, ensure student educational plans were aligned with desired college and career goals, fund college admission and financing workshops, and implement and expand partnerships to improve career and work readiness activities.

Course success: Given the history of the students GCCA serves, performing well in high school courses is a big step on the pathway to success for GCCA students. On average GCCA students enter the school with a grade point average of 1.5, indicating that many have not been successful at their previous schools. GCCA has a long proven record of accomplishment in reversing this trend through our instructional practices and efforts to identify and support struggling students as early as possible. During the 2018-19 school year GCCA students earner grades of 'C' or better in 70 percent of the high school and college courses they took, proving that they have the skills and drive to succeed in a rigorous academic setting.

College course dual enrollment: As a dual enrollment program, GCCA students not only earn a high school diploma but also become familiar with – and comfortable in – the college environment. They begin to incorporate the possibility of college as an option into their thinking. GCCA students completed 707 college units during the 2018-19 school year and the senior class earned an average of 14 units. This positive outcome reflects the work of our counseling, teaching and academic support staff. Through successful college course completion, students perceive themselves as college going and make significant progress toward their desired college/career goal. We will continue to focus on alignment with the college's Guided Pathways and increase our efforts to connect students to all available instructional support services.

College transition planning: The GCCA counseling team continues to offer informational workshops and events aimed at facilitating a successful transition to post-secondary education. The GCCA counselors will build on the success of this year's events by continuing to look for ways to collaborate with RCC and community programs and services. 77 percent of the 2019 graduating class will be continuing their college education next academic year.

Academic Support

Our restructured academic support services successfully launched during the 2018-19 school year. We incorporated a new position, the Instructional Support Coordinator, to ensure students in need of additional help received it as quickly and effectively as possible. Major areas of focus for the Instructional Support Coordinator in her first year were strengthening supports for EL and SPED students.

Teaching and Learning

GCCA instructors and administration received recurring professional development, coaching, and consulting from Let's Teach Together. Teachers underwent training on best curricular and direct

instructional practices informed by research, one-on-one and peer coaching to improve GCCA's collective efficacy and student learning outcomes. Teachers and administration implemented new classroom observation protocols to better share ideas and develop common language and equitable accountability in instruction.

Student Leadership

The GCCA Student Advisory Council continues to flourish since its inception in the spring of 2016 and serves as a reflection of the culture of leadership we are building among our students. The council holds bi-weekly meetings throughout the school year, and plans and implements student activities and events. This year, Council activities included Welcome Week (fall and spring), Student Awards assemblies (fall and spring), Graduate Dinner, and various spirit day events throughout the year.

Campus Climate

Student interventions: For the third straight year, we have kept suspensions and expulsions to a minimum. We improved our support for struggling students by receiving PBIS training and will be launching Tier 1 interventions in the coming school year.

Student Perceptions: Youth Truth surveys administered in Fall 2018 and May 2019 document that GCCA students have positive perceptions of their school experience. They highly rated engagement with school, academic rigor, relationships with teachers and peers, school culture and college and career readiness. They believe they receive a high-quality education and are effectively preparing for college or a career with the assistance of supportive teachers who care about and help them.

Engagement: A campus wide campaign to create a sense of community around measures of success was initiated. The GCCA Success Initiative engaged students, staff, and teachers in setting goals around persistence, academic achievement, attendance and a positive campus climate. Administrators periodically updated the school community on progress and recognized those students who were on track to meet our stated goals. At the end of each semester, students who met their goals received awards at a banquet celebration.

Mental health services: Resources for students in need of mental health support were significantly increased during the 2018-19 school year thanks to a deeper partnership with RCC Student Health and Psychological Services. GCCA students got access to small group counseling sessions, wellness workshops, individual appointments, and walk-in services.

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

It is important for our school to continuously improve systems and activities that support new student success in the first semester. GCCA students arrive at our school after leaving schools throughout Riverside County because they were not on track to graduate or because they stopped attending school. On average, new GCCA students are 17.2 years old and have completed 90 high school credits by the time they enroll at GCCA. Most arrive at GCCA severely behind in their progress toward graduation and are often very disengaged from their education, and struggle to attend school regularly and complete assignments. Their ability to develop academic and personal habits greatly

affect their ability to complete our "Foundation" semester successfully (earning 'C' or better in all courses while attending regularly). Developing these habits early is critical.

We believe that the most effective evaluation of GCCA is in context - as a school that serves a unique population with extreme needs that must be addressed. Our process for identifying 12th grade students has been changed to align with the DASS metrics to ensure our graduation rate and college and career readiness indicator are as accurate as possible. For 2018, however, the School Dashboard relied on inaccurate 12th grade cohort data to measure academic performance and growth.

Transportation continues to be area of concern for Gateway students. Many students do not have reliable transportation, which affects their ability to attend classes. Regular absences cause students to get behind in their course work and move through the curriculum in a timely manner. RCC and Gateway transportation support in the form of free RTA access needs to be supplemented or additional school sites in other parts of the County need to be opened.

Work readiness and experience are areas our school needs to develop further. While every GCCA student takes introduction to college, college success strategies and career exploration courses, they do not have many opportunities to develop their work readiness skills and get work experience. In the coming year we will work to expand these areas to ensure our students are both college and career ready.

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

GCCA school wide is comprised of two major subgroups - Hispanic/Latino and socio-economically disadvantaged. School wide performance and subgroup performance are within the same performance category.

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.

Gateway College and Career Academy

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.

School level needs assessment:

The number of students classified as "12th graders" based on their original graduation year when they entered the school determined the 2018 GCCA graduation rate. Given that the school enrolls primarily off-track or dropped out students, the "12th grade" designations were not reflective of the actual number of students on-track to graduate with the class of 2018. GCCA determined that our grade level designation process needed to be updated to allow for the identification of an accurate 12th grade cohort beginning in 2018-19 and in future years. With this new designation method in place, GCCA anticipates that its graduation rate will be greater than 70 percent this year and to make further progress in future years. To attain these category increases over time, GCCA will continue to improve its Foundation program, which is designed to support incoming students with individualized attention, small learning communities, academic skill building, conducting needs assessments that pinpoint individual student needs for academic 'catch up', and targeted professional development.

Evidence-based interventions:

See references to specific increases and improvements to actions and services as a result of our LCAP analysis and stakeholder input identified above (Increased or Improved services planned for 2019-20).

Resource Inequities:

As the single school LEA, GCCA does not experience any resource inequities.

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.

GCCA will monitor its CSI plan in conjunction with the implementation of its LCAP by doing the following:

- Conducting stakeholder meetings to review LCAP/CSI Plan progress
- Making LCAP/CSI Plan progress a recurring agenda item for the bi-weekly leadership team meeting
- Reviewing LCAP/CSI Plan goals and actions/services at the fall all-staff meeting
- Collecting and analyzing performance data at the end of each academic term (fall, winter, spring)
- Providing professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP/CSI Plan
- Supervise and evaluate implementation as part of teacher/counselor/aide/coordinator evaluations.

- Disaggregate and analyze formal and informal assessment data to identify areas needing improvement systemically as well as for individual students and staff.

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Academic Indicator: ELA/Math: N/A: Not enough test takers	N/A: Not enough test takers
English Learner Progress Indicator: N/A: ELPAC transition	N/A: ELPAC transition
Graduation Rate Indicator: N/A: DASS Transition	Red
College and Career Indicator: N/A: DASS Transition	Red

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
Recruit, hire, train, supervise, and evaluate highly qualified (certificated) teachers.	Implemented as planned. All teachers were credentialed and appropriately assigned.	$313,074	$321,988.95

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement standards based curriculum aligned to state standards.	Implemented as planned.	Referenced in Goal 1 Action 1.	Referenced in Goal 1 Action 1.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide skill building activities with multiple points of entry, including a summer school program for all students.	Implemented as planned.	Referenced in Goal 1, Action 1. $18,964 for summer school program.	Referenced in Goal 1, Action 1. $10,208.57 for summer school program.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1.0 FTE English Language Instructional Coach to help students in	Implemented as planned.	$39,861	$39,861

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the Foundation term, college English classes, and other classes such as social studies.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.	Implemented as planned.	$0 – provided by RCC	$0 – provided by RCC

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1.0 FTE Instructional Support Coordinator to oversee academic support services to meet the needs of students requiring specialized academic instruction.	Implemented as planned.	$72,263	$72,263

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with Total Education Solutions ("TES") to provide SPED	Implemented as planned.	$25,000	$1,804

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
services beyond internal capacity to comply with all requirements of IDEIA.			

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain SIS to analyze data and tailor student interventions.	Implemented as planned.	$6,200	$6,243.59

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire curriculum and instructional coach (consultant) to enhance instructional strategies relate academic concepts to the 'real world,' and develop student skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.	Implemented as planned.	$25,000	$21,600

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct professional development to improve instruction: • Effective Classroom Management • Data Driven Instruction • Common Core State Standards for English Language Arts • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • English Language Development Instructional Strategies • Career Technical Education • Next Generation Science Standards • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • SPED Instructional strategies • Alternative education best practices	Conducted the following PD: • Dual enrollment best practices • Effective alternative education models • Content Specific Knowledge Workshops • English Language Development Instructional Strategies • ELAPC training • English Language Development Instructional Strategies • Effective Classroom Management • PBIS tier 1 and 2 • Addressing the needs of Foster Youth, EL, and Low Income students • Applied Suicide Intervention Skills Training • Understanding Poverty in Youth • Supplemental instruction	$32,500	$20,697.73

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate need and purchase texts and materials aligned to the standards.	Implemented as planned. Purchased: • Various college text books to support dual enrollment • Patterns for College Writing text book • ALEKS math program • Connect Writing program • Study Sync program • Marker board People • My Math Lab program • Career Fitness Program text book • Cengage Learning • Social Studies textbook class set Cyber High credit recovery program	$42,171	$40,592

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Modify GCCA courses as appropriate to enhance alignment to RCC academic standards as well as CCSS.	Modified: 2 English courses to complete the alignment work with RCC academic departments.	Referenced in Goal 1, Action 1.	$0

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1:1 ratio of Chromebooks for second term students through grade 12.	Purchased 50 Chromebooks.	$5,000	$16,338.88

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use RCC security (campus police) and janitorial services.	Implemented as planned.	Provided by RCC	Provided by RCC

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct the following extracurricular and support activities to promote student academic interest and to promote a strong school community: • Welcome week (Fall and Spring semesters) • End of term awards • Fox Theater Broadway Series • Young Men's Conference • County Youth Summit • Course specific field trips • End of Semester and Finish Strong activities	Implemented as planned and included the following: • Success Initiative • RCC Leadership Conference • Voter Education Drive • Foster Youth Conference • Graduate Dinner Graduation Ceremony	$15,000	$ 4,660.92

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RCC Resource Day			

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supervise: • Improved teacher planning and involvement in promoting regular daily attendance • Collaboration between teachers, counselors and administrators in communicating and actively promoting good attendance habits • Home notifications using integrated school information system software Timely counselor solution focused interventions including parent involvement when legally allowed (students under 18)	Implemented as planned and added the implementation of Positive Behavioral Intervention and Services (PBIS)	$88,812 (Assistant Director) $6,200 (technology)	$95,055.59

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Parent Academy workshops/open forums for parents to	4 Parent Academy workshops/open forums were held.	$2,500	$1,300

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
attend on a monthly basis throughout the school year. Parents will have a forum to communicate their concerns and ideas and will also be provided information on parenting development.			

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide interpreters for all parent activities. (Two counselors carry out this function)	Implemented as planned.	$ 127,246	$ 127,246

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide school website parent portal in Spanish.	Implemented as planned.	Referenced in Goal 1, Action 8	Referenced in Goal 1, Action 8

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1.0 FTE Instructional Support Coordinator to conduct annual notification to parents, student identification, placement, program	Implemented as planned.	$72,263	$72,263

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
options, and Integrated EL instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.			

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide the English Learner Mainstream Program. Instructional Support Coordinator.	42 students participated in the English Learner Mainstream Program.	Referenced in Goal 1, Action 20	Referenced in Goal 1, Action 20

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 1.7 FTE Instructional Aides to provide 1:1 support for EL students. Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development.	Implemented as planned, except instructional aides were increased to 2.0. FTE.	$72,308	$76,990.68

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.			

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify EL students upon enrollment Review students' progress toward English language acquisition. Provide ELD instruction and interventions as necessary including individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school;	Implemented as planned for 42 EL students.	Referenced in Goal 1, Action 20	Referenced in Goal 1, Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners)			

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct reclassification procedures using ELPAC criteria.	Implemented as planned.	Referenced in Goal 1, Action 20	Referenced in Goal 1, Action 20

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.

GCCA completed all major planned actions and services.

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

Academic performance as measured by high school and college course success rates (grades C or better) continue to be positive for GCCA students. 70 percent of the high school and college level courses taken by GCCA students were completed with a grade of 'C' or better. With students entering several grade levels behind, we meet them at their entering skill level and work to support them to meet the rigorous demands of college level course work. More importantly, our dual enrollment program, college and career readiness courses, and wrap-around support provided by our counseling team continues to effectively engage and encourage our students to overcome their barriers to success. Counselors learn individual student interests and develop educational plans to help them better engage academically and maximize the number of college units they complete. The instructional team has continued to align GCCA courses with college academic courses further improving our ability to prepare students for post-secondary success. Now that GCCA is a DASS school and our grade level assignment process has been updated, we anticipate the Dashboard will reflect a much higher graduation rate and college/career readiness indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are due to differences between 2018-19 budgeted and actual costs for goods and services. Staff taking family leave affected personnel costs and stipends for additional assignments were not included in some of last year's budgeted expenditures.

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

Goal 1 was developed through our stakeholder input process over the past several years and will remain the same. Our input process has affirmed that this goal still captures one of the primary purposes of GCCA. Analyzing this year's student performance and effectiveness of our actions/services has led us to make the following changes, additions or considerations for Goal 1:

- The launch of the Dashboard Alternative School Status (DASS) performance metrics led us to incorporate them into our annual measurable outcomes. Unlike previous years, we now feel confident that most of the state metrics are applicable and can capture the progress we make with our students within our unique school program and setting. Useful and applicable metrics will help GCCA make effective choices and priorities in coming years.
- Actions/services were consolidated to remove redundancies.
- An initial discussion of how the School Dashboard EL progress indicator will apply to our unique setting.

- Action 2: Clearly identifies which personnel are contributing to increasing or improving services for high needs students. Includes teachers, counselors and academic support personnel.
- Action 4: Describes our improved academic, EL, high needs and at-risk student support services.
- Action 6: Increased/improved institutional effectiveness capacity.
- Action 12: Improved EL accessibility to school information.
- Action 14: Improved support for low performing students.

Goal 2

Students will be prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: Youth Truth Survey results

Annual Measureable Outcomes

Expected	Actual
Goal 1 metrics	See Goal 1 for outcome projections
Youth Truth survey: college readiness: 3.89	3.86
College units earned by graduation: 14	14

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct Introduction to College and College Success Strategies classes during which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, take effective notes, study for tests, and juggle school, work, and family life. (3 FTE counselors)	Implemented as planned.	$176,805	$176,805

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide college admissions application support to students and parents including financial aid seminars and college application support. 1 FTE Counselor	Implemented as planned.	$64,059	$64,059

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate the transition to college by ensuring that students are attaining college ready academic skills in math and English Language Arts. (Teaching staff)	Implemented as planned.	$ 331,973	$321,988.85

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop partnerships with local organizations to build career exploration activities/programs. Connect students to career readiness activities including internships and apprenticeships that relate to their fields of interest.	Implemented as planned. Maintained the following partnerships: Regional Youth Opportunity Centers, RCC Career Center, RCC Career Technical Education, RCC School of Business, Employment Development Department.	$88,812	$ 88,812

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct college and career exploration tours and activities.	Implemented as planned. • Conducted 4 tours • Conducted 2 career fairs Conducted RCC Career Workshops	$25,902	$21,691

Analysis

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

GCCA completed all major planned actions and services.

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

Though the GCCA graduation rate and college/career readiness indicators did not reflect it in the 2018 Dashboard, we are confident that the college and career readiness actions and services being provided by the school are very effective. Now that GCCA is a DASS school and our grade level assignment process has been aligned, we anticipate the Dashboard will reflect a much higher graduation rate and college/career readiness indicator.

During the 2018-19 school year, GCCA students continued to experience positive levels of success (earning C or better grade) in both high school and college level courses. All GCCA students participated in our dual enrollment program that enabled the senior class to graduate with an average of 14 college units. This amount of college credit is significant and gives GCCA graduates a head start toward their desired college and career goals. All students continued to participate in our Guidance course sequence: Intro to College, College Success Strategies, and Career Exploration and Life Planning. The career exploration course was taken by all seniors and includes work readiness components. 77 percent of the 2019 graduating class will be continuing their college education next academic year.

In the analysis of 2018-19 outcomes and stakeholder engagement, it was determined that continued development of work readiness and experience opportunities are needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are due to differences between 2018-19 budgeted and actual costs for goods and services. Staff taking family leave affected personnel costs and stipends for additional assignments were not included in some of last year's budgeted expenditures.

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

Goal 2 was developed through our stakeholder input process over the past several years and will remain the same. Our input process has affirmed that this goal still captures one of the primary purposes of GCCA. Analyzing this year's student performance and effectiveness of our actions/services has led us to make the following changes, additions or considerations for Goal 2:

- The launch of the Dashboard Alternative School Status (DASS) performance metrics led us to incorporate them into our annual measurable outcomes. Unlike previous years, we now feel confident that most of the state metrics are applicable and can capture the progress we make with our students within our unique school program and setting. Useful and applicable metrics will help GCCA make effective choices and priorities in coming years.

- Actions/services were consolidated to remove redundancies.

- Action 2: Improvement of the dual enrollment program to maximize college credits earned

- Action 3: Improvement of college transition support

- Action 4: Improved career exploration and work readiness services

Goal 3

GCCA students will be engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
School Dashboard State Indicator: Suspension Rate Indicator: Blue	Blue (anticipated based on internal data)
Expulsion rate: 0 percent	0 percent (anticipated based on internal data)
Student Survey (Youth Truth) (5 point scale) Student engagement: 4	3.90
Student Survey (Youth Truth) (5 point scale) academic rigor: 4.16	4.05
Student Survey (Youth Truth) (5 point scale) School Culture: 3.9	3.80

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Beginning in Foundation term, implement small student learning communities that promote student engagement.	Implemented as planned.	Referenced in Goal 2 Actions 1, 2	Referenced in Goal 2 Actions 1, 2

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Provide Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	Implemented as planned.	Referenced in Goal 1 Action 1, 4, 5, 6, 16, 20, 21, 22	Referenced in Goal 1 Action 1, 4, 5, 6, 16, 20, 21, 22

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 5.0 FTE Counseling staff:	Implemented as planned.	$308,031	$308,493.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout RCC. • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class, including transportation support (bus passes) and nutrition assistance (snack pantry) • Help students access needed counseling services, support networks, community health, or housing services • Organize field trips and special campus events			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Track attendance/absence data and interventions including the use of weekly attendance reports.	Implemented as planned.	Referenced in Goal 1 Action 16	Referenced in Goal 1 Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ the following interventions to promote regular attendance: • Collaboration between teachers, counselors and administrators in communicating and actively promoting good attendance habits • Home notifications using integrated school information system software • Timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) • Make appropriate referrals for support.			

Analysis

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

GCCA completed all major planned actions and services.

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

GCCA student engagement efforts continue to yield positive results for students. The school has maintained zero percent expulsion and suspension rates and students report high levels of engagement due to a positive campus climate and positive relationships with school staff and their peers. Though Youth Truth Student Survey target metrics were not reached, the 2018-19 responses are still very high when compared to other participating California schools. Campus climate is further aided by the safe and well-maintained grounds and facilities of Riverside City College. Further work is needed to foster more regular attendance among students who struggle with chronically missing classes and to increase/improve academic engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are due to differences between 2018-19 budgeted and actual costs for goods and services. Staff taking family leave affected personnel costs and stipends for additional assignments were not included in some of last year's budgeted expenditures.

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

Goal 3 was developed through our stakeholder input process over the past several years and will remain the same. Our input process has affirmed that this goal still captures one of the primary purposes of GCCA. Analyzing this year's student performance and effectiveness of our actions/services has led us to make the following changes, additions or considerations for Goal 3:

- Actions/services were consolidated to remove redundancies.
- Action 1: Increased/improved support for regular attendance
- Action 2: Improved social/emotional support and partnerships
- Action 3: Improved processes for maintaining a positive campus climate and a high level of engagement
- Action 4: Increased nutritional support for high needs students
- Action 5: Planning for improved transportation support
- Action 6: Facilities maintenance and improvements

- Action 7: Positive Behavioral Interventions and Supports (PBIS) to support the academic, social, emotional, and behavioral competence of all students.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Ongoing

The leadership team conducted eight in-depth review sessions focused on 2018-19 LCAP actions and services to review progress toward our stated goals and to make recommendations for new actions and services based on their observations and experiences during the school year. In May, a school wide input session was held to include all teachers, counselors, academic support, and administrative support staff. Additionally, the Parent Academy series provided a regular line of communication with GCCA parents, allowing for valuable input from a traditionally hard to reach stakeholder group.

Fall 2018

The Executive Director provided a report to the Riverside County Office of Education that included a brief description of the progress made to date on 2018-19 LCAP goals and actual expenditures. In addition, GCCA discussed the transition to DASS and the impact of a more accurate designation of 12th grade students.

December 2018 and May 2019

GCCA administered the 2018-19 Youth Truth Survey to the entire student body to capture data that will be used to guide improvements related to student engagement and campus climate for the 2019-20 school year. The student body was surveyed once in the fall and again in the spring to capture the input of students who enrolled in the school for the second part of the academic year.

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

- Access to community college courses

- Guidance program

- Intervention programs

- Effective summer school program

- Attendance motivation

- Access to technology resources

- Safe school climate/environment

- Resources for advanced students

- Effective student leadership opportunities

- Effective student discipline

- Home to school communication

- Effective plan for suspensions/expulsions

- Preventative behavior interventions

A public hearing to review 2019-20 LCAP development was held during the May 2019 board meeting, allowing any additional members of the public who did not comment previously to provide testimony for the development of the LCAP update.

June 2019

At the June GCCA Board of Directors meeting, Directors took action to approve the submission of the 2019-20 LCAP and Annual Update.

Impact on LCAP and Annual Update

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

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

Stakeholder involvement continues to confirm our direction and priorities in the coming year. With the understanding that our DASS designation will alleviate concerns about our graduation rate, our two highest priorities will continue to be our Foundation program and developing college and career readiness and access. The level of satisfaction with most areas of our program were similar to last year,

and the addition of support services in the form of supplemental academic support, English Learner support, nutrition/school lunch, have been determined to be successful enough to continue. In the coming year, stakeholders concluded that support for the following was necessary, and our plan includes these additions:

• Launching a school lunch program

• Strengthening the alignment between our high school curriculum and the college Guided Pathways and Career Technical Education programs

• Developing more robust work readiness and work experience resources

• Expanding access to Chromebooks to the entire student body

• Continuing to develop our EL support program in alignment with the state English Learner Road Map.

• Exploring additional resources for student transportation and access to the school.

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)

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Progress Indicator: ELA/Math	N/A: Currently not enough test takers		N/A: Currently not enough test takers	N/A: Currently not enough test takers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELL Progress metric	N/A: ELPAC transition		N/A: ELPAC transition	N/A: ELPAC transition
DASS Graduation Rate Indicator	N/A: DASS transition	Red	Anticipated: Yellow 70 percent	Yellow: 70 percent
College/Career Indicator	N/A: DASS transition	Red	Anticipated: Yellow 40 percent	Yellow: 40 percent

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)

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

All	School

OR

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

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	Modified (for the purpose of separating base services from improved services)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Recruit, hire, train, supervise, and evaluate highly qualified staff. Verify credentials annually.	Through the following staff, provide standards based education program through the Implementation of evidence-based instructional strategies that engage all students in learning within all school settings. Augment curriculum with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration: • 1 FTE Executive Director • 1 FTE Site Director • 4.0 FTE Teachers • 2.0 FTE Counselors • .6 FTE Instructional Support Coordinator • 1.4 FTE Academic Support Assistants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$743,692.50
Source			General, SPED, Low Performing Block Grant, EPA
Budget Reference			62 100 0000 1110 1000 2100 62 100 6500 0 5770 1130 2100 62 100 6500 0 1110 1000 2100 62 100 6500 0 5770 1120 1100 62 100 3310 0 5570 1120 1100 62 100 1400 0 1110 1000 1100 62 100 0000 0 1110 1000 1100 62 100 0000 0 1110 3110 1200 62 100 0000 0 1110 2100 1300

Action 2

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

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

EL and low income

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

Schoolwide

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

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	Modified (for the purpose of separating base services from improved services below)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Recruit, hire, train, supervise, and evaluate highly qualified staff. Verify credentials annually.	Provide academic support and interventions through: • 3.0 FTE Counselors • .4 FTE Instructional Support Coordinator 1.4 FTE Academic Support Assistants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$284,982.82

Year	2017-18	2018-19	2019-20
Source			Supplemental Concentration
Budget Reference			62 100 0000 1110 1000 2100 62 100 0000 0 1110 1000 1100 62 100 0000 0 1110 3110 1200

Action 3

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

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

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

All	School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide skill building activities incorporated into curriculum and instructional strategies designed to help students overcome self-defeating behaviors and beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. Provide multiple points of entry, including a summer school program for all students, for them to learn, reason, and problem solve by promoting habits such as setting SMART goals, organization, and self-advocacy.	Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy: • Foundation program • Transition program • Bridge program • Intensive Support program • Summer school program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$313,074 (Duplicate) $18,964.16	Referenced in Goal 1, Action 1: Teachers, Counselors, Instructional Support)$7,045 (Apex) $20,000 (Summer School)
Source		Base/EPA	CSI

Year	2017-18	2018-19	2019-20
Budget Reference		62 100 0000 0 1110 1000 1100 62 100 1400 0 1110 1000 1100 62 100 0000 0 1110 1000 1120	62 100 0000 0 1110 1000 1120 62 100 0000 0 1110 1000 4300

Action   4

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

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

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

Students to be Served	Location(s)
First year students	School

OR

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

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

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	Provide academic supports for all students: • GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning; assist students with interpreting and completing classroom assignments/homework and provide additional instructional support to ensure student success in courses and mastery of subject matter. • Supplemental support is provided both during and after class for ELA, ELD, Math, Social Studies and Science. • Students have access to a variety of 1:1 or small group tutoring times throughout the day. • Instructional assistants develop supplemental materials to enhance the school curriculum offered to students and facilitate study groups. • Bilingual instructional assistants are available for Spanish-speaking students. • Dual-enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department. • GCCA counselors connect students with the full range of support opportunities offered for college

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services. • The Instructional Support Coordinator connects SPED and 504 Plan students with the Disability Resource Center (DRC) for academic accommodations and support services for their college courses, including access to adaptive technology to assist students in achieving maximum independence while pursuing their educational goals. • Counselors monitor academic progress of homeless and foster youth. • Varieties of supports are available through the DRC's High Tech Center, including scan and read technology and audio recording devices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$39,861 (Duplicate) $72,308.52 (Duplicate)	Referenced in Goal 1 Actions 1 and 2 (teachers, counselors and Instructional support)

Year	2017-18	2018-19	2019-20
Source		Supplemental Concentration	
Budget Reference		62 100 0000 0 1110 1000 2100 62 100 0000 0 1110 1000 1100	

Action 5

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

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

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

Students with Disabilities	School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEA.	Conduct all SPED related identification and IEP and 504 plan development as described in charter. Contract with third party provider to supplement internal staffing to address all SPED needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$25,000	$11,381
Source		Special Education	Special Education
Budget Reference		62 100 6500 0 5770 1190 5800	62 100 6500 0 5770 1190 5800 62 100 3310 0 5770 1120 5800

Action   6

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

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

All

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

School

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Maintain SIS to analyze data and tailor student interventions.	Maintain SIS to analyze data and tailor student interventions. Improve institutional effectiveness processes. Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$6,200	$6,462 $10,000 (Data Analyst)
Source		Base	Base CSI

Year	2017-18	2018-19	2019-20
Budget Reference		62 100 0000 0 1110 1000 5300	62 100 0000 0 1110 1000 5300 62 100 3182 0 1110 100 5815

Action   7

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

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

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

Students to be Served	Location(s)
All	School

OR

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

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

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified (additional/advanced training)	Updated

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Conduct professional development to improve instruction: • Effective Classroom Management • Data Driven Instruction • Common Core State Standards for English Language Arts • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • English Language Development Instructional Strategies • Career Technical Education • Next Generation Science Standards • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • SPED Instructional strategies • Alternative education best practices	Conduct professional development to improve instruction: • Effective Classroom Management • Data Driven Instruction • English Language Development Instructional Strategies • Addressing the needs of Foster Youth, EL, and Low Income students • Positive Behavior Interventions and Supports (PBIS) Tier 1 and 2 • Culturally responsive curriculum • Professional learning communities • SPED Instructional strategies • Alternative education best practices • Academic support strategies and paraprofessional training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$32,500	$15,000 $25,000

Year	2017-18	2018-19	2019-20
Source		Base, College Readiness Grant	Base CSI
Budget Reference		6210000000111010005200 6210062640111010005200	62 100 0000 0 1110 1000 5200 62 100 3182 0 1110 1000 5200

Action   8

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Evaluate need and purchase texts and materials aligned to the standards.	Evaluate need and purchase texts, materials and field trips aligned to the standards and that are culturally responsive to student's needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$42,171	$58,021 $2,500 $525 $37,500
Source		Base, Lottery, EPA	Lottery Base EPA CSI
Budget Reference		62 100 0000 0 1110 1000 4200 62 100 0000 0 1110 1000 4300 62 100 1400 0 1110 1000 4100	62 100 1110 0 1110 1000 4100 62 100 1110 0 1110 1000 5800 62 100 0000 0 1110 1000 4200 62 100 1400 0 1110 1000 4100 62 100 3182 0 1110 1000 4300

Action   9

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

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

All

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

School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide 1:1 ratio of Chromebooks for second term students through grade 12.	Provide 1:1 ratio of Chromebooks for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$5,000	Referenced in Goal 1 Actions 8 (aligned materials)

Year	2017-18	2018-19	2019-20
			$2,500
Source		Base	Base
Budget Reference		62 100 0000 0 1110 1000 4310	62 100 0000 0 1110 1000 4310

Action   10

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

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

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)

Students to be Served	Scope of Services	Location(s)
English Learner families	School wide	School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Modified (funding source)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide interpreters for all parent activities.	Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$131,246 (Duplicate)	Referenced in Goal 1 Action 2 (counselors)
Source		Base College Readiness Grant	
Budget Reference		6210000000111031101200 6210073380111031101200	

Action   11

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide school website parent portal in Spanish.	Maintain Powerschool parent portal and ability to translate website to all available languages through web program technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$6,200 (Duplicate)	Referenced in Goal 1 Action 6 (SIS) $1500
Source		Base	Supplemental Concentration
Budget Reference		621000000011101005300	62 100 0000 0 1110 1000 5815

Action 12

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide 1.0 FTE EL Instructional Support Coordinator to: • Conduct annual notification to parents	Maintain and further develop ELL support program: • Conduct annual notification to parents

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	- Identify EL students upon enrollment - Offer a range of program options to support English Language acquisition - Provide supplemental instructional supports to students in English Learner Mainstream Programs - Implement Integrated ELD approaches, SIOP/SDAIE lesson plan elements and scaffolded support strategies to instructional staff for ELA, Math, Social Studies courses - Collaborate with instructors to develop content-based Designated ELD activities and supports that are connected to units of study for ELA, Math, Social Studies courses - Review students' progress toward English Language Proficiency (ELP) - Conduct reclassification procedures using ELPAC criteria - Monitor student progress during and after reclassification	- Identify EL students upon enrollment - Offer a range of program options to support English Language Acquisition - Provide supplemental instructional supports to students in English Learner Mainstream Programs - Implement Integrated ELD approaches, SIOP/SDAIE lesson plan elements and scaffolded support strategies to instructional staff for ELA, Math, Social Studies courses - Collaborate with instructors to develop content-based Designated ELD activities and supports that are connected to units of study for ELA, Math, Social Studies courses - Conduct reclassification procedures using ELPAC criteria - Monitor student progress during and after reclassification

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$72,263 (Duplicate)	Referenced in Goal 1, Action 1, Action 2 (Instructional Support)
Source		Special Education/Supplemental/Concentration	
Budget Reference		6210065000577011201100 6210033100577011201100	

Action   13

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

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

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

All	School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Conduct bi-weekly team meetings of include counselor(s), teacher, and instructional support coordinator to develop actions plans for struggling students in need of additional interventions, accommodations and supports. Monitor and adjusted as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Referenced in Goal 1 Action 1 and 2 (Instructional Staff)
Source			
Budget Reference			

Unchanged

Goal 2

GCCA students will be prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Identified Need:

Many GCCA students are not accustomed to academic success and may be from families without college backgrounds/experience, and therefore not consider college as an option after high school. GCCA provides entry points to students to see college as obtainable and relevant.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DASS Graduation rate	N/A	N/A	Red	Anticipated: Yellow 70 percent
College Units Earned	11.1	14	14	Anticipated: 16
College Readiness Indicator	N/A	N/A	Red	Anticipated: Yellow 40 percent
Student Survey (Youth Truth) (5 point scale) Career readiness	3.81	3.84	3.86	Anticipated: 3.88

Planned Actions / Services

Action   1

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

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

Students to be Served	Location(s)
All	School

OR

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

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Conduct Introduction to College and College Success Strategies classes during which students learn about the systems and resources of higher education, matriculate to the college,	Conduct Introduction to College and College Success Strategies classes during which students learn about the systems and resources of higher education, matriculate to the college,

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	develop a preliminary educational plan, take effective notes, study for tests, and juggle school, work, and family life.	develop a preliminary educational plan, take effective notes, study for tests, and juggle school, work, and family life.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$176,805 (Duplicate)	Referenced in Goal 1 Action 1 (Counselors)
Source		Base	
Budget Reference		621000000111031101200	

Action   2

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

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

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

All	School

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Referenced in Goal 1 Action 1 and 2 (Counselors/ Teachers/ Executive Director) Referenced in Goal 1 Action 8 (aligned materials)
Source			
Budget Reference			

Action   3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide college admissions application support to students and parents including financial aid seminars and college application support.	Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$64,059 (Duplicate)	Referenced in Goal 1 Action 1 (1 FTE Counselor)
Source		Base	
Budget Reference		6210000000111031101200	

Action 4

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

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

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

All	School

OR

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

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

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

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

Actions/Services

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

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

	Develop partnerships with local organizations to build career exploration activities/programs. Connect students to career readiness activities including internships and apprenticeships that relate to their fields of interest.	Provide career exploration courses and work readiness skills development activities.
		
		• Career Exploration and Life Planning course
		    ○ Industry and job market research
		    ○ Educational and technical training programs research
		    ○ Skills, interest, and personality inventories with Eureka platform
		    ○ Interview techniques
		    ○ Resume and cover letter
		• Conduct college and career exploration tours
		• Career Center services (RCC)
		• CTE Job Placement Coordinator (RCC)
		• Student employment and internships (RCC)
		• Formalize partnership with EDD or RCC School of Business to access

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		work readiness and work experience resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$88,812 (Duplicate)	Referenced in Goal 1 Action 1 and 2 (Counselors)
Source		Base	
Budget Reference		6210000000111021001300	

Unchanged

Goal 3

GCCA students will be engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Dashboard State Indicator: Suspension Rate Indicator	Less than 1 percent	Less than 1 percent	Blue	Blue
Expulsion rate	0 percent	0 percent	0 percent	0 percent
Student Survey (Youth Truth) (5 point scale) Student engagement	3.95	3.96	3.9	4.0
Student Survey (Youth Truth) (5 point scale) academic rigor	4.08	4.10	4.05	4.2
Student Survey (Youth Truth) (5 point scale) School Culture	3.85	3.75	3.8	4.0

Planned Actions / Services

Action   1

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

Students to be Served:

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

All

Location(s):

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

School

<p style="text-align:center">**OR**</p>

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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Assistant Director to coordinate interventions and oversee: • Improved teacher planning and involvement in promoting regular daily attendance • Collaboration between teachers, counselors and administrators in communicating and actively promoting good attendance habits	Strategies to improve attendance: • Improve teacher planning and involvement in promoting regular daily attendance • Incentivize good attendance habits • Communicate with families effectively through home notifications using integrated school information system software

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• Home notifications using integrated school information system software • Timely counselor solution focused interventions including parent involvement when legally allowed (students under 18)	• Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) • Track attendance/absence data and interventions including the use of weekly attendance reports. • Make appropriate referrals for support where indicated by attendance data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$ 88,812 $6,200 (Duplicate)	Referenced in Goal 1 Action 1 and 2 (Counselors/ Site Director) Referenced in Goal 1 Action 6 (SIS) $795 (School Messenger)
Source		Base	Base
Budget Reference		621000000111021001300 621000000111010005300	62 100 0000 0 1110 1000 5300

Action 2

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

Students to be Served:

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

All

Location(s):

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

School

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.	Strategies to support students' social and emotional needs to enhance full academic engagement: • Personal counseling • Wrap around services including needed academic support, mental health services, health care, housing, peer support networks • Women Wonder Writers project to empower youth to be educated,

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		promote cultural arts, resilience, and restorative justice to break the cycle of victimitzation and trauma • RCC Seeking Success Program • RCC Wellness Workshops • Homeless and Foster Youth support and resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	Referenced in Goal 1 Actions 1 and 2 (counselors and Instructional Support Coordinator) RCC – no costs $17,095 (Women Wonder Writers)
Source		Provided by RCC	CSI
Budget Reference			62 100 3182 0 1110 1000 5800

Action   3

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

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

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

All	Enrollment year

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement small learning communities to develop individual personalized plans to prepare students for postsecondary success.	School Culture Development in addition to programs identified above: • Assist students in developing a sense of purpose for continuing their education and pursuing college and career success • Place new students with common math and English teachers and the same counselor to create small learning communities. • Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events).

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

		• Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships.
		
		• Conduct:
		  • Welcome week (Fall and Spring semesters)
		  • End of term awards
		  • Young Men's Conference
		  • County Youth Summit
		  • End of Semester and Finish Strong activities
		
		• RCC Resource Day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$293,962 (Duplicate)	Referenced in Goal 1 Actions 1 and 2. (all staffing) $3,300 Surveying $5,350 Activities/Food
Source		Base	Base
Budget Reference		621000000001110311011200	62 100 0000 0 1110 1000 5800

Year	2017-18	2018-19	2019-20
			62 100 0000 0 1110 1000 4300 62 100 0000 0 1110 3700 4700

Action 4

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

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

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

All	School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	•	Nutritional services: • National School Lunch Program • Ongoing snack program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$1,500- snacks $13,230 Daily Lunches $2,415- Lunch time Program
Source			Supplemental Concentration Base
Budget Reference			62 100 0000 0 1110 3700 4700 62 100 0000 0 1110 1000 5300 62 100 0000 0 1110 1000 5800

Action   5

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

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

All

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

School

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Transportation: Develop plan and funding for transportation services to begin in 2020-21 for students who do not have access to efficient and safe public transportation to and from school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Referenced in Goal 1 Action 1 (Executive Director)
Source			

Year	2017-18	2018-19	2019-20
Budget Reference			

Action   6

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

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

All

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

School

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide welcoming, well-maintained, and safe facilities to conduct program and promote student engagement and motivation to come to school. • Police/security • Emergency planning • Custodial services • Facilities/grounds maintenance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$0
Source			Provided by RCC
Budget Reference			

Action   7

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Adoption and implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. 2019/2020: The team has developed a draft action plan for Tier 1 items 1.1 through 1.15. At the end of the 2019/2020 school year, we will use the Tiered Fidelity Inventory to assess where we are with Tier 1 implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Referenced in Goal 1 Action 7 (Professional Development) $4,500 (PBIS Rewards/School Runner)
Source			CSI
Budget Reference			62 100 3182 0 1110 1000 5800

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

$197,612 in Supplemental funding $130,773 in Concentration funding	Required: 24.86 percent Actual: 26.35 percent

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

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

Targeted EL:

- .4 FTE Instructional Support Coordinator- $31,925.32
- 1.4 FTE Instructional Assistants- $50,558.50
- Increased instructional materials and technology for ELD support- $ 4,000

Schoolwide:

- Increased transportation support (bus passes)- $2,500
- Increased nutrition support program- Snacks and School Lunch Program-$14,730
- .5 FTE teacher will be provided to deliver Integrated English Language Development support- $ 42,007
- 3.0 FTE Counselors for intensive academic support and engagement services- $202,449

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

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

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

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

B. Pupil expulsion rates; and

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019