

LCAP Year  2017–18  2018–19  2019–20

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

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

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

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

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

LEA Name Gateway International School

Contact Name and Title  
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Principal

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## 2017-20 Plan Summary

### THE STORY

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

This charter public school called Gateway International School (GIS or Charter School), is operated and overseen by Gateway Community Charters (GCC), a 501c3 non-profit charter management organization (CMO). The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.

Gateway Community Charters has been in operation since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 13th year of operation serving over 4,000 K-12 grade students within 7 separate charters, all with unique missions and focus. In the 2011-12 school year, five GCC schools met the rigorous academic standards for WASC accreditation renewal and were awarded the full five years allowable. GIS received full accreditation in 2014. Two of our seven charter schools serve predominately underserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. Additionally, three other GCC charter schools serve statistically significant numbers of newcomers and English language learners. All four of these schools also serve 70- 89% free and reduced price lunch eligible youth. Gateway Community Charters manages a complex budget of over \$20 million dollars and has maintained above the required 3% reserve for each of its charter schools as well as keeping an additional reserve as needed for cash flow management all while expanding enrollment by at least 9% per year.

Gateway International School is located in Sacramento County in the Arden-Arcade community. GIS serves 490 students in grades TK-8. The October 2016 CBEDS Profile for GIS indicates that 482 students were enrolled on that day with the following ethnic distribution: 89.28% white, 3.92% Hispanic, 1.65% African American, .21% Filipino, 2.47% Pacific Islanders, .62% Asian, and 1.65% multiple ethnicities. Of those students, 73% are socioeconomically disadvantaged, 64.9% are English language learners, and 4.12% are students with disabilities.

GIS has 52 employees; 30 certificated and 22 classified. Certificated staff consists of the Principal, Vice Principal, Curriculum Coach, Counselor, and 26 highly qualified teachers. Our classified staff consists of office personnel, custodians, instructional aids, and playground assistants. GIS has a full-time RSP teacher and PE teacher and a full-time English language development teacher. GIS uses outside vendors for speech and occupational therapy. The average class size for K-5th is 24 students and for 6th-8th is 28 students. In spring of 2016, Gateway International became an authorized school for the International Baccalaureate (IB) Primary Years Program for grades TK-5. GIS is also candidate school for the IB Middle Years Program grades 6-8. The IB mission is to create international students who are bilingual

and care about the global community. GIS offers instruction in multiple languages; Russian, Spanish, and Fijian. The adopted curriculum is integrated into the IB framework and includes transition to Common Core State Standards. The school program is balanced and comprehensive in meeting all students' needs and provides a path for intervention.

GIS offers an afterschool program and is attended by approximately 150 students on average each day. This program provides a safe environment for students, as well as, homework support and dinner. It is supervised by the site administration and a staff of 14 people.

## LCAP HIGHLIGHTS

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

The LCAP for 2017-2018 includes the following key features:

- Common Core textbooks for students
- Supplemental classroom and library books
- Library cataloging system
- 21st Century technology resources
- Facility improvements
- IB program support
- Class size reduction and elective teachers
- Vice Principal of Instruction
- Counselor
- Staff for student supervision
- Teacher professional development
- Supplemental instructional resources
- Summer School
- Bilingual paraeducator staff

## REVIEW OF PERFORMANCE

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

GIS has had much progress over the last year. In relation to safe and sufficient facilities, we added six new portable classrooms to the campus this year. These classrooms now house the middle school grades, 6-8. This allows for space for a broad International Baccalaureate program for the middle years which requires students to take a world language class, visual and performing arts, and design classes. The rooms are spacious and have 21st century technology. Next, technology was another area for progress at GIS. We purchased 4 new computer carts with 35 computers in each one.

GIS now has all Math and English Language Arts curriculum that is aligned to Common Core State Standards. New English Language Development curriculum aligned to the new ELD standards was also purchased for grades 5-8.

## GREATEST PROGRESS

GIS is very proud to be named as a 2017 "Showcase School" for Capturing Kids' Hearts, a program that focuses on building relational capacity with students. In this process, our students and staff were surveyed anonymously and we were visited by outside observers. Overall, students and staff feel this is a safe and comfortable place to work and learn. GIS employs adequate staff for supervision around the campus and kids can always find someone if they have a need. We were also named as an "Honor Roll School" by Educational Results Partnership for consistently demonstrating "high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps."

Our school has reached out to the community and school families on numerous occasions this year. We encourage parent participation in the classroom and plan events that will bring them to the campus for meaningful events. We had "IB Showcases" this year two times for each grade level, TK-5th. Families were invited to come to class during the last hour and hear about the learning from the last IB Unit. We held IB Night, where we had a family dinner, basket raffle, and activities in every classroom. We had Spelling Bee, Talent Show, Winter Celebration, GIS Olympics, Field Day, Open House, Career Fair, Math and Science Fair, and Book Fair.

Our CAASPP data from 2016 shows that our students improved in Mathematics and stayed the same for English Language Arts. We felt the need to teach more to the standards and purchased Common Core aligned curriculum and also began assessing students with CAASPP interim assessments. GIS used the full time ELD teacher and paraeducators to support English Language Arts and ELD instruction. From the California School Dashboard, our English Learner Progress is HIGH and increased by 8.2%. Our Mathematics is MEDIUM and increased by 3.9%. Our English Language Arts is LOW and declined by 4.3%.

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

From the California School Dashboard, Gateway International has two areas in "Orange"; English Language Arts and Suspension Rate. Our English Language Arts is LOW at 37.6 points below level 3 and it declined by 4.3%. Our Suspension Rate is MEDIUM at 2.4% and increased by 1.7%. To address these areas, GIS is taking specific steps and actions for improvement. In looking at the English Language Arts data, we have a high population of English Learners that need improvement, as well as, the elementary grades. GIS will implement class size reduction for TK-3rd grades and support reading achievement with smaller class sizes and reading intervention supports. The supports will be bilingual paraeducators, supplemental reading programs, designated reading instructional time, and buddy reading. For 4th-8th grades, GIS will support reading achievement by providing an English Language Development teacher for push in support to all classes, supplemental reading programs, and a class for English newcomers. GIS has also identified a need to improve writing skills for all students. We will train new teachers in the adopted writing curriculum, and designate instructional time daily for writing. Teachers will collaborate regarding writing processes, samples, and student results three times per year.

## **GREATEST NEEDS**

To address the Suspension Rate, GIS is looking at intrinsic and extrinsic ways to motivate students. There is a strong focus already in place for character education that revolves around the International Baccalaureate learner profiles. All students should be; principled, inquirers, open-minded, communicators, knowledgeable, caring, balanced, risk-takers, thinkers, and reflective. Teachers will collaborate on ways to help motivate students. Some of the ways suggested so far are: school-wide rules, school-wide reward system, prizes, student input to class rules, assemblies, classroom presentations, monthly rewards, school store. GIS will also hold a workshop for parents to hear and ask questions regarding school processes and policies regarding discipline. We believe that parent involvement with discipline and behavior issues is necessary for improvement. It is also necessary to educate teachers on classroom management strategies that will help deter misbehavior and keep students from being sent home for issues that might have been prevented.

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

GIS has no rubrics that show any student groups below the "all student" performance levels. They are all equal to school-wide performance or above it. In Math, the Socioeconomically disadvantaged group is one performance level higher than all students.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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

GIS is taking specific steps to support low-income students, English learners, and foster youth. These students have access to small group tutoring, after school tutoring, tutoring support at home through increased staff and supplemental programs. These three student groups have access to extra books to keep at home, a tutoring app, free or reduced meals at school, and Lexia reading program. English learners have additional supports with bilingual paraeducators and books, and English support on the program Fast ForWord.

### BUDGET SUMMARY

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

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$5,703,365.00

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

\$1,112,986.08

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

The General Fund Expenditures include basic services for students, such as:

- Facility lease costs
- Utilities and maintenance
- Administrator and classroom teacher salaries and benefits
- Certain Classified staff salaries and benefits
- Substitute teacher salaries
- Basic services such as copy machines, books, and supplies
- Communications and IT services
- Direct and Indirect costs

\$4,980,372.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

Students will have all basic needs met to facilitate learning; including core curriculum, facilities, and high-quality instruction.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*Students will have access to English-Language Arts and Mathematics materials that support learning and are written based on California Common Core State Standards.
- \*Students will benefit from professional development for teachers related to instructional practices and Common Core State Standards- minimum of 5 days per year.
- \*Students will have safe and clean facilities as measured by survey responses.

#### ACTUAL

- \*With the adoption of new CCSS aligned ELA curriculum for TK-5th, ALL students had CCSS curriculum for both ELA and Mathematics.
- \*Teachers had 5 full days of professional development and 3 full days of curriculum planning.
- \*LCAP Survey results showed that 100% of respondents agree or strongly agree that GIS is a safe place for children.

### 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

Actions/Services	<b>PLANNED</b> Purchase consumable materials for ELA and Mathematics programs	<b>ACTUAL</b> Purchased Common Core ELA and Math materials for TK-5th
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Expenditures	<p><b>BUDGETED</b>                      English Language Arts student materials for TK-8 4000-4999: Books And Supplies Supplemental and Concentration 96,359                      Mathematics student materials for TK-8 4000-4999: Books And Supplies Lottery 9,000</p>	<p><b>ESTIMATED ACTUAL</b>                      English Language Arts student materials for TK-8 4000-4999: Books And Supplies Supplemental and Concentration 52,193.44                      Mathematics student materials for TK-8 4000-4999: Books And Supplies Lottery 10,381.23</p>
Action <b>2</b>		
Actions/Services	<p><b>PLANNED</b>                      Provide Beginning Teacher Support and Assessment Program for teachers new to the profession</p>	<p><b>ACTUAL</b>                      Provided Teacher Induction program for new teachers</p>
Expenditures	<p><b>BUDGETED</b>                      BTSA program 1000-1999: Certificated Personnel Salaries Other 11,400</p>	<p><b>ESTIMATED ACTUAL</b>                      Cost of TI program and support stipends 1000-1999: Certificated Personnel Salaries Base 10,998</p>
Action <b>3</b>		
Actions/Services	<p><b>PLANNED</b>                      Renew online mathematics intervention programs that is aligned to CCSS (ST Math and SI Intervention, MathWhizz)</p>	<p><b>ACTUAL</b>                      Renewed subscriptions for ST Math and added SI Intervention and Math Whizz</p>
Expenditures	<p><b>BUDGETED</b>                      Online intervention program-ST Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,700                      Online intervention Math program-MathWhizz 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,000</p>	<p><b>ESTIMATED ACTUAL</b>                      Online intervention program-ST Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,700                      Online intervention Math program-MathWhizz 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,000</p>
Action <b>4</b>		
Actions/Services	<p><b>PLANNED</b>                      Purchase supplemental Math materials for hands-on teaching and learning</p>	<p><b>ACTUAL</b>                      None</p>
Expenditures	<p><b>BUDGETED</b>                      Purchase supplemental Math manipulatives 4000-4999: Books And Supplies Base 1,000</p>	<p><b>ESTIMATED ACTUAL</b></p>
Action <b>5</b>		
Actions/Services	<p><b>PLANNED</b>                      Install gutter system and landscape interior of building</p>	<p><b>ACTUAL</b>                      No progress</p>
Expenditures	<p><b>BUDGETED</b>                      Contract services for installation of gutter and landscaping 5800: Professional/Consulting Services And Operating Expenditures Base 25,000</p>	<p><b>ESTIMATED ACTUAL</b></p>

Action **6**

Actions/Services	<b>PLANNED</b> Provide professional development for teachers regarding curriculum and Common Core State Standards, English Language Development Standards, and Next Generation Science Standards	<b>ACTUAL</b> Provided training to teachers in Common Core Writing curriculum
Expenditures	<b>BUDGETED</b> Workshop fees regarding best instructional practices and new standards, writing 5800: Professional/Consulting Services And Operating Expenditures Other 12,000	<b>ESTIMATED ACTUAL</b> Cost of writing professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2,500

Action **7**

Actions/Services	<b>PLANNED</b> Basic facilities: 6 new portable classrooms	<b>ACTUAL</b> Added 6 portable classrooms to site
Expenditures	<b>BUDGETED</b> Installation and costs for 6 portable classrooms to be used for middle school 6000-6999: Capital Outlay Supplemental and Concentration 161,199	<b>ESTIMATED ACTUAL</b> Installation and costs for 6 portable classrooms to be used for middle school 6000-6999: Capital Outlay Supplemental and Concentration 575,984.76

Action **8**

Actions/Services	<b>PLANNED</b> Replace broken and ripped curtains and wood tracking on stage in Multi-Purpose Room	<b>ACTUAL</b> In progress
Expenditures	<b>BUDGETED</b> Cost to replace materials and install new tracking for curtains 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000	<b>ESTIMATED ACTUAL</b>

**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.

Overall, our students had additional and consistent access to Common Core curriculum for English Language Arts and Mathematics. They also had adequate space to learn and supplemental programs for Math support. Our teachers received support through teacher induction and professional development related to writing.

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

These actions were necessary and effective for implementing the core program for GIS. There was not adequate space to serve our middle school students and the new portables made that possible. We are not able to have space for electives and support teachers such as; SPED, VAPA, and World Languages.

The supplemental Math programs did help to improve our math scores for students on regular classwork and on CAASPP testing.

The writing PD was extremely helpful to teachers for planning and implementing the new ELA curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main area where there was a significant difference in budgeted and actual expenditures was for portables. This project ended up costing more than planned and that took more from our LCFF funds than expected.

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

The five LCAP goals, along with corresponding metrics and actions, will be reorganized into three for simplification and better organization.



# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Students will participate in a broad course of study that puts them on track to college and career.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

\*Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program.

\*Teachers in grades 6th-8th will participate in training in International Baccalaureate Middle Years Program.

\*Students in grades 3-8 will participate in college related field trips and/or projects twice a year.

\*Students in 6th-8th will research and learn about high school, college and career pathways.

#### ACTUAL

\*Students in TK-5th participated in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program.

\*Teachers in grades 6th-8th were trained in International Baccalaureate Middle Years Program.

\*Students in grades 6th-8th participated in field trips or projects related to college/career twice during the year.

\*Students in 6th-8th researched and explored high school, college and career pathways.

### 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

Actions/Services

PLANNED

ACTUAL  
Curriculum Coach provided to teachers for support

	Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components	
Expenditures	<p><b>BUDGETED</b></p> <p>Continue funding full time Curriculum Coach 1000-1999: Certificated Personnel Salaries Supplemental 34,219</p> <p>1000-1999 0000: Unrestricted Base 34,219</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Curriculum Coach salary .5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 38,578.13</p> <p>Curriculum Coach salary .5 FTE 1000-1999: Certificated Personnel Salaries Base 38,578.13</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>Students will learn to research; specifically related to college and career pathways and participate in field trip and/or projects twice a year</p>	<p><b>ACTUAL</b></p> <p>Students completed research projects, field trips, and writing projects.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>field trip costs 5800: Professional/Consulting Services And Operating Expenditures Base 10,000</p> <p>College supplies and materials (pamphlets, pennets, etc.) 4000-4999: Books And Supplies Lottery 500</p> <p>Cost for online research portals-Newsela and PebbleGo 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,439.84</p> <p>Cost for online research portal-Newsela 5800: Professional/Consulting Services And Operating Expenditures Lottery 3,000</p> <p>Cost for online research portal- PebbleGo 5800: Professional/Consulting Services And Operating Expenditures Lottery 2,000</p>

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide in-person teacher training for International Baccalaureate Program</p>	<p><b>ACTUAL</b></p> <p>IB training for Primary Years</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Cost for in-person IB training PYP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000</p> <p>Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>IB PYP training costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 700.92</p> <p>Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,440</p>

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide online IB training for teachers</p>	<p><b>ACTUAL</b></p> <p>Online IB training</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Cost for online IB courses for teachers (5) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Training costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,200</p>

Teacher pay for completion of online course 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,500

Teacher pay for completion of online course 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000

Action **5**

Actions/Services

**PLANNED**  
Provide teacher training for IB Middle Years Program

**ACTUAL**  
IB MYP Intro training

Expenditures

**BUDGETED**  
Costs of in-person training for "Intro to MYP" - whole staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000

**ESTIMATED ACTUAL**  
Training cost 5800: Professional/Consulting Services And Operating Expenditures Base 3,000

Action **6**

Actions/Services

**PLANNED**  
Provide a full time counselor to support all subgroups to achieve and participate successfully in the IB program

**ACTUAL**  
Counselor

Expenditures

**BUDGETED**  
Provide full time counselor 1000-1999: Certificated Personnel Salaries Supplemental 55,585

**ESTIMATED ACTUAL**  
Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52,839.90

Action **7**

Actions/Services

**PLANNED**  
Students will receive visual and performing arts instruction per IB program requirements.

**ACTUAL**  
VAPA teacher

Expenditures

**BUDGETED**  
Provide full time Visual and Performing Arts Specialist 1000-1999: Certificated Personnel Salaries Supplemental 54,110

**ESTIMATED ACTUAL**  
Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 53,610.00

Action **8**

Actions/Services

**PLANNED**  
Students will receive world language instruction per IB program requirements

**ACTUAL**  
Hired Spanish teacher

Expenditures

**BUDGETED**  
Hire a Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental 51,236

**ESTIMATED ACTUAL**  
Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 44,624.00

Action **9**

Actions/Services

**PLANNED**

**ACTUAL**  
Field trips

Expenditures	Students will participate in field trips for application of learning and real-life experiences as they relate to the state standards and IB units of inquiry	
	<p><b>BUDGETED</b> Field trip fees and transportation fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,094</p>	<p><b>ESTIMATED ACTUAL</b> Already stated</p>

Action **10**

Actions/Services	<p><b>PLANNED</b> Students will participate in visual and performing arts activities, such as band, choir, and dance.</p>	<p><b>ACTUAL</b> After school band and dance club</p>
Expenditures	<p><b>BUDGETED</b> Pay hourly teacher stipend for after school band 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,520</p>	<p><b>ESTIMATED ACTUAL</b> Hourly teacher pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,500</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall services for goal 2 include training and implementation to support the International Baccalaureate program at GIS. That includes teacher training and stipends, teacher salaries for required elective classes, and supplemental activities to support the program.

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

These actions have been effective and the program has been evaluated by IB and authorized in the summer of 2016 for the primary years. The middle years will go through authorization in 17-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are minimal differences in the budgeted and actual expenditures, depending on staff training needs and planned costs for those trainings.

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

The five LCAP goals, along with corresponding metrics and actions, will be reorganized into three for simplification and better organization.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

All students will improve achievement on English-Language Arts and Mathematics assessments.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*Students will perform at grade level or have a scaled score increase of 50 points on Renaissance Math and Reading assessments.
- \*Students will increase 5% on local reading and math curriculum assessments.
- \*Students will have increased engagement through learning opportunities that utilize technology.
- \*All GCC students will complete a minimum of one math project that is linked to a real world situation.
- \*All GCC Students will make 1 year's growth in reading for one school year attended.
- \*All GCC Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

#### ACTUAL

- \*70.2% of students increased 50 points or more on Renaissance Reading and 72.1% in Math.
- \*GIS purchased 3 new computer carts and 120 chromebooks.
- \*All teachers were required to expect one math project from each student in the form of a summative task.
- \*65.6% of students scored a 3 or higher on end of year, local writing rubric.

### 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**

Actions/Services	<b>PLANNED</b> Provide small group learning for students twice a week for English-Language Arts and Mathematics	<b>ACTUAL</b> Completed
Expenditures	<b>BUDGETED</b> All teachers schedule time for small group learning 1000-1999: Certificated Personnel Salaries Base 0	<b>ESTIMATED ACTUAL</b> 0

Action **2**

Actions/Services	<b>PLANNED</b> Increase technology resources for students and teachers	<b>ACTUAL</b> Purchased chromebook carts and computers
Expenditures	<b>BUDGETED</b> Purchase 2 Chromebook Carts of 35 computers each for classrooms 6000-6999: Capital Outlay Supplemental and Concentration 67,035 Purchase 4 Promethean boards 6000-6999: Capital Outlay Base 20,000	<b>ESTIMATED ACTUAL</b> Purchased 3 computer carts and 140 chromebooks 4000-4999: Books And Supplies Supplemental and Concentration 25,760.67 4 Promethean boards 4000-4999: Books And Supplies Supplemental and Concentration 22,146.68

Action **3**

Actions/Services	<b>PLANNED</b> Provide extended learning time through an after school program	<b>ACTUAL</b> Provided staffing for after school program
Expenditures	<b>BUDGETED</b> 4 paraeducators to staff program x 20 hr/wk 2000-2999: Classified Personnel Salaries Base 41,750	<b>ESTIMATED ACTUAL</b> Salaries for 5 part time paraeducators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 43,943.79

Action **4**

Actions/Services	<b>PLANNED</b> Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online program.	<b>ACTUAL</b> Completed
Expenditures	<b>BUDGETED</b> Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000	<b>ESTIMATED ACTUAL</b> Cost for Renaissance program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,640

Action **5**

Actions/Services	<b>PLANNED</b> Provide technology resource for teachers to track student achievement data and information	<b>ACTUAL</b> Completed
------------------	--	----------------------------

Expenditures	<b>BUDGETED</b> Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,500	<b>ESTIMATED ACTUAL</b> Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,699
<b>Action 6</b>		
Actions/Services	<b>PLANNED</b> Provide supplemental reading materials in English and students' native languages	<b>ACTUAL</b> Supplemental reading materials
Expenditures	<b>BUDGETED</b> Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Title III 2,000	<b>ESTIMATED ACTUAL</b> Books 4000-4999: Books And Supplies Title III 538.31
<b>Action 7</b>		
Actions/Services	<b>PLANNED</b> Provide online reading intervention and research support programs to students who are reading below grade level	<b>ACTUAL</b> Completed
Expenditures	<b>BUDGETED</b> Purchase Lexia intervention program from Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,350 PebbleGo Research Database for grades 1-5 5800: Professional/Consulting Services And Operating Expenditures Lottery 1,990.00 NewsELA Leveled Reading informational text for grades 2-8 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000	<b>ESTIMATED ACTUAL</b> Cost for Lexia program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,350 Duplicate Cost for Newsela 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our data shows that students improved in meeting these goals both for ELA and Math. Last year, the Renaissance goal percentage met was 54%, this year it is 70.2%. Renaissance for Math last year was 62% met, this year it is 72.1%. These are significant increases for both subjects. This goal focuses on meeting individual student needs with intervention programs and in-person support. This year the focus was on reading achievement and writing. Newsela was a new program that all teachers in all subjects could use. It gives students non-fiction articles to read and asks follow-up comprehension questions with a writing prompt. This helped to improve students' reading fluency, comprehension, vocabulary, and background knowledge. Most of the intervention programs we use rely upon technology for implementation, thus the needed for additional computers.



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

The actions were effective in making improvement of each goal but did not meet the goal as stated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted and expended differences were minimal and based upon actual hours worked for staff.

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

The five LCAP goals, along with corresponding metrics and actions, will be reorganized into three for simplification and better organization.

# Annual Update

LCAP Year Reviewed: 2016-17

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 4

GIS will increase the number of English learners scoring proficient on the English language assessment each year.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*Number of students scoring proficient on English language assessments will increase by 5% each year.
- \*Low level English Learner students will have 5% increase each year of small group instruction time.
- \*The ratio of English Learners to support staff will decrease each year.
- \*Students will improve on solving complex math problems, specifically word problems.

#### ACTUAL

- \*80.1% of English learners in 1st-8th grade scored Intermediate or higher or showed a growth of 1 level or more.
- \*Increased paraeducator push in time to support upper grades.
- \*Support staff stayed the same.

### 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

Actions/Services

**PLANNED**  
Provide teacher professional development and monitor instructional practices for vocabulary and academic language

**ACTUAL**  
Project GLAD training for ELD instructional best practices

Expenditures	<p><b>BUDGETED</b>                  Project GLAD training for 10 teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Project GLAD training for 5 teachers 5800: Professional/Consulting Services And Operating Expenditures Title III 6,937.50</p>
Action <b>2</b>		
Actions/Services	<p><b>PLANNED</b>                  Provide teacher professional development and monitor instructional practices for teaching word problems and problem solving skills</p>	<p><b>ACTUAL</b>                  Not completed</p>
Expenditures	<p><b>BUDGETED</b>                  Costs for math professional development 5800: Professional/Consulting Services And Operating Expenditures Other</p>	<p><b>ESTIMATED ACTUAL</b></p>
Action <b>3</b>		
Actions/Services	<p><b>PLANNED</b>                  Provide small group support for homework by credentialed teachers twice a week</p>	<p><b>ACTUAL</b>                  Homework support from credential teachers</p>
Expenditures	<p><b>BUDGETED</b>                  3 teachers x 80 hours/year 1000-1999: Certificated Personnel Salaries Concentration 10,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Hourly pay for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,278.03</p>
Action <b>4</b>		
Actions/Services	<p><b>PLANNED</b>                  Provide extra support for newcomers and students who score low on the English language assessment</p>	<p><b>ACTUAL</b>                  Create and meet with Newcomers group (students in U.S. less than 2 years)</p>
Expenditures	<p><b>BUDGETED</b>                  Continue to provide full time English Language Development Teacher 1000-1999: Certificated Personnel Salaries Base 60,162                   Online support program for ELD students-BrainPOP, BrainPOP Spanish, BrainPOP ESL 5800: Professional/Consulting Services And Operating Expenditures Lottery 2,295</p>	<p><b>ESTIMATED ACTUAL</b>                  ELD Teacher salary 1000-1999: Certificated Personnel Salaries Base 64,632                   Cost for Brain Pop 5800: Professional/Consulting Services And Operating Expenditures Lottery 2,295</p>
Action <b>5</b>		
Actions/Services	<p><b>PLANNED</b>                  Provide bilingual paraeducator support for students to have extra support in the classroom and to access grade level content</p>	<p><b>ACTUAL</b>                  Provided bilingual paraeducator support</p>
Expenditures	<p><b>BUDGETED</b>                  paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 21,262</p>	<p><b>ESTIMATED ACTUAL</b>                  Classified Salary-Vang 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,683.84</p>

paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327  
 paraeducator (.5 FTE) 2000-2999: Classified Personnel Salaries Federal Funds 13,163  
 paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327

Classified Salary-Aguilar 2000-2999: Classified Personnel Salaries Title I 21,262.08  
 Classified Salary-Skhrabak .5 2000-2999: Classified Personnel Salaries Title I 13,492.64  
 Classified Salary-Skhrabak .5 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13,492.64  
 Classified Salary-Zvereva 2000-2999: Classified Personnel Salaries Title I 26,326.72  
 Classified Salary-Formazyuk 2000-2999: Classified Personnel Salaries Title I 26,985.28

Action **6**

Actions/Services	<p><b>PLANNED</b>                  Provide additional learning time for at-risk students through a summer learning program</p>
Expenditures	<p><b>BUDGETED</b>                  Hourly Teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,800                  Summer School Administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500                  Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 352                  Hourly Paraeducators for support 2000-2999: Classified Personnel Salaries Supplemental 1,507</p>

Actual	<p><b>ACTUAL</b>                  Conducted Summer School</p>
Estimated Actual	<p><b>ESTIMATED ACTUAL</b>                  Hourly teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,240                  Administrator Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500                  Custodian hourly 2000-2999: Classified Personnel Salaries Supplemental and Concentration 351.56                  Paraeducators salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 767.03</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal focused on supporting English learners through professional development for teachers and bilingual staff. The English learner sub group performed equal or similar to school wide students in local assessments. A high percentage of 1st-8th grade students scored intermediate or higher on the CELDT test this year or made growth of at least one level.

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

The actions taken to accomplish this goal were effective in pushing EL students higher. The teacher training was evident in classrooms during teacher observations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was less money spent on GLAD teacher training because only five teachers could attend the training or needed it this year.

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

The five LCAP goals, along with corresponding metrics and actions, will be reorganized into three for simplification and better organization.

# Annual Update

LCAP Year Reviewed: 2016-17

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 5

GIS will increase engagement for parents and students by creating a positive school environment.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*The number of volunteers will increase each year by 5%.
- \*Number of communications to families will increase to twice a month.
- \*Attendance rate for students will increase .05%.
- \*Positive school climate as reported by parent, student, and teacher surveys will increase each year.

#### ACTUAL

- \*Our volunteers increased by 6%.
- \*Communication to families was increased to more than twice a month. Monthly, there was a school newsletter and phone call, website calendar and emailed school news.
- \* Attendance rate decreased.
- \*LCAP survey showed high school satisfaction: 100% of parents agree or strongly agree that GIS promotes academic success for all, is of high quality, and meets their expectations and that their child feels like they belong.

### 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**

<p>Actions/Services</p>	<p><b>PLANNED</b> All full time teachers and paraeducators will be trained in "Capturing Kids' Hearts" to improve school climate and culture</p>	<p><b>ACTUAL</b> 2 Staff trained in CKH</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> CKH training for teachers and paraeducators 5800: Professional/Consulting Services And Operating Expenditures Title I 3,500</p>	<p><b>ESTIMATED ACTUAL</b> Training costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,049.26</p>
<p>Action <b>2</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to inform parents and students of attendance policy, monitor, reward, and enforce consistently</p>	<p><b>ACTUAL</b> Revised and published GIS Parent and Student Handbook</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Publish school handbook with attendance policy in student planners 4000-4999: Books And Supplies Lottery 3,500 Send home monitoring letters to parents regarding attendance 4000-4999: Books And Supplies Base 500 Establish and conduct SARB meetings 0 Conduct home visits 1000-1999: Certificated Personnel Salaries Base 0</p>	<p><b>ESTIMATED ACTUAL</b> Publishing costs-student planners 4000-4999: Books And Supplies Lottery 3,475.56 Completed 5900: Communications Base 75  Dealt with attendance issues through SST meetings 0 Conducted one home visit 0</p>
<p>Action <b>3</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Increase amount of opportunities and parent volunteer hours.</p>	<p><b>ACTUAL</b> Completed</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Send home notification of volunteer opportunities 0</p>	<p><b>ESTIMATED ACTUAL</b> Fingerprinting for volunteers 5800: Professional/Consulting Services And Operating Expenditures Base 1,350</p>
<p>Action <b>4</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Increase communication to stakeholders through various media</p>	<p><b>ACTUAL</b> School flyers through the mail, newspaper articles, website maintenance</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Local magazine, newspaper articles, flyers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,420 Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Base 4,500</p>	<p><b>ESTIMATED ACTUAL</b> Magazine and newspaper articles, flyers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,420 Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,500</p>
<p>Action <b>5</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

Expenditures	<p>Provide parent workshops regarding preparing students for Common Core Standards, College Readiness, and health</p> <p><b>BUDGETED</b> Teacher workshop on effective parent engagement-Parent Institute for Quality Education 5800: Professional/Consulting Services And Operating Expenditures Title I 5000</p>	<p>Provided parent workshop on high school readiness and career options</p> <p><b>ESTIMATED ACTUAL</b> Parent Workshop and Career Night 0</p>
Action	<b>6</b>	
Actions/Services	<p><b>PLANNED</b> Provide materials and technology needed for physical education</p>	<p><b>ACTUAL</b> Heartzones program</p>
Expenditures	<p><b>BUDGETED</b> Heartzones program materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 2,000</p>	<p><b>ESTIMATED ACTUAL</b> Cost of materials 4000-4999: Books And Supplies Base 2,500</p>
Action	<b>7</b>	
Actions/Services	<p><b>PLANNED</b> Improve climate for students by providing anti-bullying training for educators and students</p>	<p><b>ACTUAL</b> Completed</p>
Expenditures	<p><b>BUDGETED</b> Anti-Bullying lessons within classrooms 5800: Professional/Consulting Services And Operating Expenditures Base 0 Anti-Bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000</p>	<p><b>ESTIMATED ACTUAL</b> Counselor did two lessons on bullying in each classroom 0  Two anti-bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,000</p>
Action	<b>8</b>	
Actions/Services	<p><b>PLANNED</b> Promote a positive school climate by providing small group discussions regarding bullying and social skills</p>	<p><b>ACTUAL</b> Counselor met with small groups on a regular basis</p>
Expenditures	<p><b>BUDGETED</b> Use school counselor and second step program 1000-1999: Certificated Personnel Salaries Supplemental 0 Books and Supplies for lessons with counselor 4000-4999: Books And Supplies Supplemental and Concentration 500</p>	<p><b>ESTIMATED ACTUAL</b> Second Step program 0  Anti-bullying books and supplies 4000-4999: Books And Supplies Supplemental and Concentration 2,400</p>
Action	<b>9</b>	
Actions/Services	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b> Created a school-wide behavior incentive program</p>



Expenditures	Promote positive behavior for struggling students who need behavior support and to reduce suspension rate	
	<p><b>BUDGETED</b>                  Create behavior plans using positive behavior and intervention support (PBIS) 0</p> <p>Provide mentor as a motivation for students to achieve and develop positive character attributes 0</p> <p>Provide school wide motivation system with rewards for students 4000-4999: Books And Supplies Supplemental and Concentration 2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  PBIS system is in place 0</p> <p>Hired a behavior specialist 1000-1999: Certificated Personnel Salaries Special Education 8,164.43</p> <p>School wide incentive program created "GIS Bucks" 4000-4999: Books And Supplies Supplemental and Concentration 2,000</p>

Action **10**

Actions/Services	<p><b>PLANNED</b>                  Hold Student Study Team meetings for students who are below grade level, at-risk of retention, low-achieving English learner, or have attendance issues</p>	<p><b>ACTUAL</b>                  Completed</p>
Expenditures	<p><b>BUDGETED</b>                  Meetings between counselor, teacher, Vice Principal, parents, and students 0</p>	<p><b>ESTIMATED ACTUAL</b>                  0</p>

Action **11**

Actions/Services	<p><b>PLANNED</b>                  Provide two part time nurses to address student health issues that may affect achievement and a part-time clerk to support health services</p>	<p><b>ACTUAL</b>                  Completed</p>
Expenditures	<p><b>BUDGETED</b>                  Provide two part time nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17,500</p> <p>Health Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,242</p>	<p><b>ESTIMATED ACTUAL</b>                  2 part time nurse salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,448.20</p> <p>1 part time health clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,241.50</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The focus of this goal was to create a positive school environment for students; physical, social, and emotional. So the actions center around relationships, behavior, and health. The include providing staff such as a school nurse and behavior specialist, training in how to create positive relationships, and programs and supplies to support health and success.

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

The survey results show that students feel accepted at school, but the suspension and attendance rate have not improved, but worsened. This means that more work is needed in these areas. Although students may feel happy and safe here, they still need support in getting to school every day and on time and interventions for behavior to keep them here.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More money than expected was spent on anti-bullying materials and assemblies.

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

The five LCAP goals, along with corresponding metrics and actions, will be reorganized into three for simplification and better organization.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

September 1, 2016 School and Community Meeting  
 October 17, 2016 School Site Council and English Learner Advisory Committee Meeting  
 October 14, 2016 GIS Staff Meeting  
 December 12, 2016 School Site Council and English Learner Advisory Committee Meeting  
 February 13, 2017 School Site Council and English Learner Advisory Committee Meeting  
 February 4, 2017 LCAP Mid-Year Report to GCC Board of Directors  
 April 27, 2017 Open House  
 April 2017 Local Control Funding Formula Survey for GIS families and staff  
 April 2017 School Survey for Students  
 May 24, 2017 School Site Council and English Learner Advisory Committee Meeting  
 June 17, 2017 Public Posting of LCAP Plan  
 June 20, 2017 Gateway Community Charters Board of Directors approval of LCAP Plan

## IMPACT ON LCAP AND ANNUAL UPDATE

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

At Back to School night, school families were informed of Title I and LCFF initiatives and goals as per the adopted plan.

School Site Council is made up of an elected representation of parents and meets on a regular basis. The meetings are advertised to all parents who would like to attend. At this meeting, parents were informed and given updates about the LCFF school goals and initiatives.

GIS staff given updates regarding school learning goals and implementation expectations. Data shared regarding student achievement outcomes from CAASPP.

Parents and community members were given data regarding school achievement and student subgroup data, specifically English Learners. Attendees had opportunity to give input regarding services for targeted students and school goals.

Attendees were given school updates focused on International Baccalaureate implementation and LCAP initiatives including services for targeted students. Input was sought regarding what is needed for support regarding Title I and LCAP services.

Assistant Superintendent Michael Gillespie gave the GCC Board of Directors an annual update of progress related to LCAP goals for all GCC schools.

Families given updates regarding LCAP and school priorities during Open House parent meeting. Online survey announced.

An online survey related to LCFF goals was used to engage GIS families and staff. This survey asked specific input related to LCFF and school priorities, as well as, satisfaction. Link to survey was emailed to parents and posted to website.

Students in grades 6th-8th completed a school culture survey and asked how they think GIS can improve.

Attendees given information regarding draft of the 2017 plan based upon input from previous meetings and survey results. Input sought regarding thoughts and opinions of actions.

The draft Local Control Accountability Plan was posted to the GIS website for parents, staff and community members to give final input.

The GCC Board approved the GIS Local Control Accountability Plan.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

All students will have their basic needs met to facilitate learning; including staffing, core curriculum, facilities, technology and access to high-quality instruction aligned with the CCSS and IB program.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A. Conditions of Learning

Gateway International has reviewed basic services for students by evaluating current curriculum, assignment of teachers, lesson instruction, and reviewing safety inspections. This data, along with the LCFF survey results, identify the following needs for school improvement regarding conditions of learning:

- English-Language Arts and Mathematics textbooks aligned to Common Core State Standards and Next Generation Science Standards
- Professional development and structured collaboration for Common Core State Standards and other research-based instructional practices, including International Baccalaureate and Guided Language Acquisition and Design
- Facility improvements as needed: classroom furniture and stage remodel, playground improvements, HVAC upgrades, landscaping, painting

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• Curriculum adoption list</li> <li>• Textbook Inventory</li> <li>• Professional Development Plan</li> <li>• Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum is aligned to CCSS.</li> <li>• Middle school has curriculum aligned to NGSS.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to state adopted curriculum aligned to CCSS and NGSS.</li> <li>• All new teachers to be trained in IB and GLAD.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to state adopted curriculum aligned to CCSS and NGSS.</li> <li>• All new teachers and full time paraeducators to be trained in IB and GLAD.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to state adopted curriculum aligned to CCSS and NGSS.</li> <li>• All new teachers and full time paraeducators to be trained in IB and GLAD.</li> </ul>

- |   |   |  |   |  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>List of completed facility projects</li> <li>Parent Satisfaction Survey</li> <li>Monthly Safety Inspections</li> </ul> | <ul style="list-style-type: none"> <li>All homeroom teachers are trained in IB and GLAD.</li> <li>Portable project is complete.</li> <li>Classroom observations three times per year.</li> <li>Monthly safety inspections all clear of issues.</li> </ul> | <ul style="list-style-type: none"> <li>All elective teachers to be trained in GLAD.</li> <li>Completion of blacktop and stage projects.</li> </ul> | <ul style="list-style-type: none"> <li>Completion of HVAC upgrade.</li> </ul> | <ul style="list-style-type: none"> <li>Installation of second playground structure for intermediate grades.</li> </ul> |
|---|---|--|---|--|

**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  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

- New  Modified  Unchanged

**2018-19**

- New  Modified  Unchanged

**2019-20**

- New  Modified  Unchanged

Purchase CCSS consumable materials for ELA, Mathematics, and NGSS Science programs

Purchase CCSS consumable materials for ELA, Mathematics, and NGSS Science programs

Purchase CCSS consumable materials for ELA, Mathematics, and NGSS Science programs

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	54,008.46
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts student books
Amount	8,467.06
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Mathematics student books
Amount	2,884.66
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Science student books
Amount	6,769.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCI: Online subscription to NGSS materials

Amount	55,628.71
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts student books
Amount	8,467.06
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Mathematics student books
Amount	3,037.66
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Science student books
Amount	6,972.07
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCI: Online subscription to NGSS materials

Amount	57,297.57
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts student books
Amount	8,975.08
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Mathematics student books
Amount	30,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Science student books
Amount	7,181.23
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCI: Online subscription to NGSS materials

**Action 2**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Provide basic facility and classroom materials needed for student learning and curriculum implementation

**2018-19**

New     Modified     Unchanged

Provide basic facility and classroom materials needed for student learning and curriculum implementation

**2019-20**

New     Modified     Unchanged

Provide basic facility and classroom materials needed for student learning and curriculum implementation

**BUDGETED EXPENDITURES**

**2017-18**

Amount	30,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Replace broken and unsafe theater curtains in Multi-Purpose Room
Amount	47,200.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase 4 computer carts and 140 chromebook computers for students
Amount	5,219.51
Source	Base
Budget Reference	4000-4999: Books And Supplies Teacher laptops: 6
Amount	12,500.00

**2018-19**

Amount	100,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Upgrade HVAC system
Amount	23,600
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase 2 computer carts and 70 chromebook computers for students
Amount	4,000
Source	Base
Budget Reference	
Amount	

**2019-20**

Amount	80,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Install playground/physical exercise equipment for intermediate grades
Amount	23,600
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase 2 computer carts and 70 chromebook computers for students
Amount	4,000
Source	Base
Budget Reference	
Amount	



Source	Supplemental and Concentration	Source		Source	
Budget Reference	6000-6999: Capital Outlay 2 portable Promethean boards for instruction	Budget Reference		Budget Reference	

**Action 3**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Provide a broad course of study for students:  
International Baccalaureate program

Provide a broad course of study for students:  
International Baccalaureate program

Provide a broad course of study for students:  
International Baccalaureate program

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$18,000

Source Supplemental and Concentration

**2018-19**

Amount \$18,000

Source Supplemental and Concentration

**2019-20**

Amount \$18,000

Source Supplemental and Concentration

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures IB Program fees	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures IB Program fees	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures IB Program fees
<b>Amount</b>	\$33,500	<b>Amount</b>	\$30,000	<b>Amount</b>	\$25,000
<b>Source</b>	Supplemental and Concentration	<b>Source</b>	Supplemental and Concentration	<b>Source</b>	Supplemental and Concentration
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures Teacher training for PYP and MYP programs	<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures Teacher training for PYP and MYP programs	<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures Teacher training for PYP and MYP programs
<b>Amount</b>	\$7,615	<b>Amount</b>	\$4,000	<b>Amount</b>	\$4,000
<b>Source</b>	Supplemental and Concentration	<b>Source</b>	Supplemental and Concentration	<b>Source</b>	Supplemental and Concentration
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries Stipends for online IB training	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries Stipends for online IB training	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries Stipends for online IB training

**Action 4**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

Provide teacher training in Guided Language Acquisition and Design to support at-risk student groups. GLAD is a research proven instructional strategy that benefits students with low English and those who are below reading grade level.

New  Modified  Unchanged

Provide teacher training in Guided Language Acquisition and Design to support at-risk student groups. GLAD is a research proven instructional strategy that benefits students with low English and those who are below reading grade level.

New  Modified  Unchanged

Provide teacher training in Guided Language Acquisition and Design to support at-risk student groups. GLAD is a research proven instructional strategy that benefits students with low English and those who are below reading grade level.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	10,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 5 teachers and staff
Amount	10,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 5 teachers and staff
Amount	\$2,636
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly extra PD for teachers

**2018-19**

Amount	6,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 3 teachers and staff
Amount	6,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 3 teachers and staff
Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly extra PD for teachers

**2019-20**

Amount	6,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 3 teachers and staff
Amount	6,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GLAD professional development for 3 teachers and staff
Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly extra PD for teachers

Action **5**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

Provide students with opportunity for World Language and Visual and Performing Arts instruction.

**2018-19**

- New     Modified     Unchanged

Provide students with opportunity for World Language and Visual and Performing Arts instruction.

**2019-20**

- New     Modified     Unchanged

Provide students with opportunity for World Language and Visual and Performing Arts instruction.

BUDGETED EXPENDITURES

**2017-18**

Amount	63,125
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Spanish teacher
Amount	72,796
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries VAPA teacher

**2018-19**

Amount	65,018
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Spanish teacher
Amount	75,129
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries VAPA teacher

**2019-20**

Amount	66,968
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Spanish teacher
Amount	77,382
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries VAPA teacher

Action **6**

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

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)]

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide adequate supervision on the playground during recesses, lunch periods, before and after school.

**2018-19**

New  Modified  Unchanged

Provide adequate supervision on the playground during recesses, lunch periods, before and after school.

**2019-20**

New  Modified  Unchanged

Provide adequate supervision on the playground during recesses, lunch periods, before and after school.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	25,008
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 5 hourly playground assistants

**2018-19**

Amount	25,758
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 5 hourly playground assistants

**2019-20**

Amount	26,530
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 5 hourly playground assistants

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

GIS will provide a program that supports all under performing students with effective academic interventions for English Language Arts and Mathematics.

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

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

[Identified Need](#)

**B. Pupil Outcomes**

Gateway International has reviewed student achievement data from CAASPP, CELDT, and Renaissance Learning assessments. The results show that students and subgroups need additional support in the areas of English-Language Arts, English language development and Mathematics.

- Provide quality first-time instruction to all students
- Small group instruction for students
- Bilingual support for English language learners
- Differentiated instruction for at-risk students
- Supplemental intervention and teaching resources available to students for academic success
- Additional instructional time

The metric used to evaluate progress will be:

- CAASPP scores
- CELDT scores
- Renaissance scores
- Writing rubric scores

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>CAASPP scores</p>	<p>*Students proficiency in ELA and Math will increase by 3% school wide and for significant subgroups.</p> <p>CAASPP Results</p> <p>Percent of Students</p> <table border="1"> <tr> <td> </td> </tr> <tr> <td>Significant Student Subgroups</td> </tr> <tr> <td>All Students</td> </tr> <tr> <td>English Learners</td> </tr> <tr> <td>Economically Disadvantaged</td> </tr> <tr> <td>White</td> </tr> </table>		Significant Student Subgroups	All Students	English Learners	Economically Disadvantaged	White	<p>*Students who meet or exceed standards in ELA and Math will increase by 3% points for school wide and significant subgroups.</p>	<p>*Students who meet or exceed standards in ELA and Math will increase by 3% points for school wide and significant subgroups.</p>	<p>*Students who meet or exceed standards in ELA and Math will increase by 3% points school wide and significant subgroups.</p>
Significant Student Subgroups										
All Students										
English Learners										
Economically Disadvantaged										
White										
<p>CELDT scores</p>	<p>For 16-17, 80% of 1st-8th grade English Learners scored intermediate or higher or have growth of 1 level or more.</p>	<p>*83% of 1st-8th grade English Learners will score intermediate or higher or have growth of 1 level or more.</p>	<p>*85% of 1st-8th grade English Learners will score intermediate or higher or have growth of 1 level or more.</p>	<p>*87% of 1st-8th grade English Learners will score intermediate or higher or have growth of 1 level or more.</p>						
<p>Renaissance scores-ELA</p>	<p>For 16-17, 72.4% of students performed at or above grade level or had a scaled score increase of 50 points on Renaissance Reading assessments.</p>	<p>74% of students will perform at or above grade level or have a scaled score increase of 50 points on Renaissance Reading assessments.</p>	<p>77% of students will perform at or above grade level or have a scaled score increase of 50 points on Renaissance Reading assessments.</p>	<p>80% of students will perform at or above grade level or have a scaled score increase of 50 points on Renaissance Reading assessments.</p>						

Renaissance scores-Math	For 16-17, 82.7% of students performed at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.	84% of students will perform at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.	87% of students will perform at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.	90% of students will perform at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.
Writing rubric scores	For 16-17, 65.6% of students scored a rubric average of 3 or higher on a locally vetted expository writing prompt.	67% of students will score a rubric average of 3 or higher on a locally vetted expository writing prompt.	68% of students will score a rubric average of 3 or higher on a locally vetted expository writing prompt.	70% of students will score a rubric average of 3 or higher on a locally vetted expository writing prompt.

**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:**

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged



Provide Vice Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.

Provide Vice Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.

Provide Vice Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	46,436
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal .5
Amount	40,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal .5

**2018-19**

Amount	47,829
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Provide full time Vice Principal
Amount	41,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal .5

**2019-20**

Amount	49,236
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Provide full time Vice Principal
Amount	42,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal .5

Action **2**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide lower teacher-student ratio in TK-3rd grades

**2018-19**

New  Modified  Unchanged

Provide lower teacher-student ratio in TK-3rd grades

**2019-20**

New  Modified  Unchanged

Provide lower teacher-student ratio in TK-3rd grades

**BUDGETED EXPENDITURES**

**2017-18**

Amount 251,559  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 3 new teachers

**2018-19**

Amount 259,105  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 3 new teachers

**2019-20**

Amount 266,878  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 3 new teachers

Action **3**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide additional instructional time during summer school program	Provide additional instructional time during summer school program	Provide additional instructional time during summer school program

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	16,289	Amount	16,777	Amount	17,280
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay and administrator stipend for summer school	Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay and administrator stipend for summer school	Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay and administrator stipend for summer school
Amount	1944.59	Amount	2,002.93	Amount	2,063.02
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Hourly paraeducators and custodian pay for summer school	Budget Reference	2000-2999: Classified Personnel Salaries Hourly paraeducators and custodian pay for summer school	Budget Reference	2000-2999: Classified Personnel Salaries Hourly paraeducators and custodian pay for summer school

Action **4**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide            OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide paraeducators for classroom bilingual support for English language learners

**2018-19**

New  Modified  Unchanged

Provide paraeducators for classroom bilingual support for English language learners

**2019-20**

New  Modified  Unchanged

Provide paraeducators for classroom bilingual support for English language learners

**BUDGETED EXPENDITURES**

**2017-18**

Amount 55,419  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Paraeducator salaries 1.5 FTE

**2018-19**

Amount 57,081  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Paraeducator salaries 2.0 FTE

**2019-20**

Amount 58,793  
 Source Supplemental and Concentration  
 Budget Reference 2000-2999: Classified Personnel Salaries  
 Paraeducator salaries 2.5 FTE

Action **5**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide supplemental Math support programs to students.

**2018-19**

New  Modified  Unchanged

Provide supplemental Math support programs to students.

**2019-20**

New  Modified  Unchanged

Provide supplemental Math support programs to students.

BUDGETED EXPENDITURES

**2017-18**

Amount	11,450
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ST Math and Math Whizz

**2018-19**

Amount	12,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ST Math and Math Whizz

**2019-20**

Amount	12,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ST Math and Math Whizz

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide supplemental English Language Arts programs to students.

**2018-19**

New  Modified  Unchanged

Provide supplemental English Language Arts programs to students.

**2019-20**

New  Modified  Unchanged

Provide supplemental English Language Arts programs to students.

BUDGETED EXPENDITURES

**2017-18**

Amount	17,131
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lexia, Newsela, PebbleGo

**2018-19**

Amount	17,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lexia, Newsela, PebbleGo

**2019-20**

Amount	17,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lexia, Newsela, PebbleGo

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Provide additional reading materials in the library, classroom and to take home.

Provide additional reading materials in the library, classroom and to take home.

Provide additional reading materials in the library, classroom and to take home.

**BUDGETED EXPENDITURES**

**2017-18**

Amount 22,500

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies  
Library and classroom books

Amount 10,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies  
Follett Destiny library catalog system

**2018-19**

Amount 10,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies  
Library and classroom books

Amount

Source

Budget Reference

**2019-20**

Amount 10,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies  
Library and classroom books

Amount

Source

Budget Reference

Action **8**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide assessment and data systems to record and analyze student achievement data.

**2018-19**

New  Modified  Unchanged

Provide assessment and data systems to record and analyze student achievement data.

**2019-20**

New  Modified  Unchanged

Provide assessment and data systems to record and analyze student achievement data.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	2,640
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Illuminate Education
Amount	3,878
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning

**2018-19**

Amount	3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Illuminate Education
Amount	4,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning

**2019-20**

Amount	3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Illuminate Education
Amount	4,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning

Action **9**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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



[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide a research-based and results proven English, phonics, and reading intervention program to at-risk students.

**2018-19**

New  Modified  Unchanged

Provide a research-based and results proven English, phonics, and reading intervention program to at-risk students.

**2019-20**

New  Modified  Unchanged

Provide a research-based and results proven English, phonics, and reading intervention program to at-risk students.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **10**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide after school tutoring for at-risk students in academics.

**2018-19**

New  Modified  Unchanged

Provide after school tutoring for at-risk students in academics.

**2019-20**

New  Modified  Unchanged

Provide after school tutoring for at-risk students in academics.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	11,598
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 10 tutoring hours per week for 34 weeks

**2018-19**

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 10 tutoring hours per week for 34 weeks

**2019-20**

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 10 tutoring hours per week for 34 weeks

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community.

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

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

[Identified Need](#)

C. Engagement

GIS has reviewed data from the LCFF survey of teachers, parents and students and determined the following improvements are needed:

- Increase parental involvement opportunities on campus
- Increase communication with stakeholders through various media
- Increase parent workshops related to educational success
- Increase attendance rate for students
- Create a more positive school climate by providing training in Capturing Kids' Hearts for all staff

The metric used to evaluate progress will be:

- Volunteer records
- SSC meeting sign-in sheets
- Communication publication
- Attendance data
- Suspension data
- Parent Satisfaction Survey
- Professional Development Plan

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Number of approved volunteers	<p>There are currently 22 approved volunteers at GIS.</p> <p>*Number of communications to families will increase to twice a month.</p> <p>*Attendance rate for students will increase .05%.</p>	30 approved volunteers	35 approved volunteers	40 approved volunteers
LCAP survey results	<p>2016-2017 Survey results summary:</p> <ul style="list-style-type: none"> <li>• 100% of respondents agree that GIS promotes academic success for all.</li> <li>• 91% say their child's reading has improved.</li> <li>• 88% agree their child's math skills have improved.</li> <li>• 88% agree their child's writing has improved this year.</li> <li>• 90% agree their child knows and understand behavior expectations.</li> <li>• 84% say their child feels like their child is a part of the school community. Five respondents neither agreed or disagree.</li> </ul>	Increase of satisfaction percentages on the survey	Increase of satisfaction percentages on the survey	Increase of satisfaction percentages on the survey
Attendance data	94.5% ADA	Increase by .05%	Increase by .05%	Increase by .05%
Suspension data	2.4%	Decrease by .5%	Decrease by .5%	Decrease by .5%

**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:**

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New
  Modified
  Unchanged

Provide a full time school counselor to support student social and emotional health.

**2018-19**

New
  Modified
  Unchanged

Provide a full time school counselor to support student social and emotional health.

**2019-20**

New
  Modified
  Unchanged

Provide a full time school counselor to support student social and emotional health.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	68,455
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor salary .9 FTE
Amount	6,366.80
Source	Special Education

**2018-19**

Amount	70,508
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor salary .9 FTE
Amount	6,557.80
Source	Special Education

**2019-20**

Amount	72,623
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor salary .9 FTE
Amount	6,754.53
Source	Special Education

**Budget Reference** 1000-1999: Certificated Personnel Salaries  
Counselor salary .1 FTE

**Budget Reference** 1000-1999: Certificated Personnel Salaries  
Counselor salary .1 FTE

**Budget Reference** 1000-1999: Certificated Personnel Salaries  
Counselor salary .1 FTE

**Action 2**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide two part time nurses to support student health needs.

**2018-19**

New  Modified  Unchanged

Provide two part time nurses to support student health needs.

**2019-20**

New  Modified  Unchanged

Provide two part time nurses to support student health needs.

**BUDGETED EXPENDITURES**

**2017-18**

**Amount** 20,700

**Source** Supplemental and Concentration

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**2018-19**

**Amount** 21,321

**Source** Supplemental and Concentration

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**2019-20**

**Amount** 21,970

**Source** Supplemental and Concentration

**Budget Reference** 1000-1999: Certificated Personnel Salaries

	Part time school nurse pay		Provide two part time nurses to support student health needs.		Provide two part time nurses to support student health needs.
Amount	\$2,297	Amount	\$3,000	Amount	\$3,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Clerk to support nursing staff and health program	Budget Reference	2000-2999: Classified Personnel Salaries Clerk to support nursing staff and health program	Budget Reference	1000-1999: Certificated Personnel Salaries Clerk to support nursing staff and health program

**Action 3**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain school website for communication to GIS families and the community.

**2018-19**

New  Modified  Unchanged

Maintain school website for communication to GIS families and the community.

**2019-20**

New  Modified  Unchanged

Maintain school website for communication to GIS families and the community.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	5,000	Amount	5,000	Amount	5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contracted services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contracted services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contracted services

Action **4**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Communicate the goals and program to the community at large through flyers, emails, and advertising.	Communicate the goals and program to the community at large through flyers, emails, and advertising.	Communicate the goals and program to the community at large through flyers, emails, and advertising.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
10,000	10,000	10,000



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RAM and Sac Bee	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RAM and Sac Bee	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RAM and Sac Bee

**Action 5**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes.

**2018-19**

New  Modified  Unchanged

Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes.

**2019-20**

New  Modified  Unchanged

Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes.

**BUDGETED EXPENDITURES**

**2017-18**

Amount 20,000

**2018-19**

Amount 23,000

**2019-20**

Amount 23,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Field trips and anti-bullying assemblies	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Field trips and anti-bullying assemblies	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Field trips and anti-bullying assemblies
Amount	2,000	Amount	2,000	Amount	2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Student prizes and anti-bullying materials	Budget Reference	4000-4999: Books And Supplies Student prizes and anti-bullying materials	Budget Reference	4000-4999: Books And Supplies Student prizes and anti-bullying materials

**Action 6**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Monitor and upgrade furniture that is broken or beyond useful condition

**2018-19**

New  Modified  Unchanged

Monitor and upgrade furniture that is broken or beyond useful condition

**2019-20**

New  Modified  Unchanged

Monitor and upgrade furniture that is broken or beyond useful condition

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$65,394	Amount	\$50.000	Amount	\$50,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Upgrade broken and used classroom furniture	Budget Reference	4000-4999: Books And Supplies Upgrade broken and used classroom furniture	Budget Reference	4000-4999: Books And Supplies Upgrade broken and used classroom furniture

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$1,040,400.00

Percentage to Increase or Improve Services: 26.37%%

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](#)).

Goal 1: Students will have all basic needs met to facilitate learning; including staffing, core curriculum, facilities, technology and high-quality instruction aligned with the CCSS and IB program.

GIS will purchase English Language Arts and Mathematics curriculum aligned to the Common Core State Standards. We will provide support and training for teachers regarding Common Core Standards and curriculum implementation, and International Baccalaureate. GIS will improve facilities by providing an upgraded stage for student performances and repave the playground blacktop for safety.

Goal 2: GIS will provide a program that supports all under performing students with effective academic interventions for English Language Arts and Mathematics. GIS will provide a Vice Principal that will ensure implementation of adopted curriculum and the International Baccalaureate program. A Spanish teacher and Visual and Performing Arts teacher will teach all students to broaden and support student learning experiences and build upon their interests in these areas. Classroom and subject area teachers have a variety of foundational supports and strategies that all students receive.

Goal 3: GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community. GIS will provide training to all full-time staff members in Capturing Kids' Hearts program which supports a positive environment in the classroom and the campus as a whole. We will continue to inform parents of policies related to attendance, immunization, and student discipline and provide incentives for students to achieve in these areas. The Counselor will present lessons on anti-bullying to every classroom. We will track and increase parent volunteer hours and provide health services, as needed, by our part-time school nurses.

The GIS identified subgroups are English Learners and low income pupils.

Goal 1: Students will have all basic needs met to facilitate learning; including staffing, core curriculum, facilities, technology and high-quality instruction aligned with the CCSS and IB program.

Subgroup students will receive differentiated instruction when they are performing below grade level expectations. Teachers will provide differentiated instruction using the below grade level and English Language Development components from the adopted English-Language Arts and Mathematics curriculum. The unduplicated pupils will be offered a second copy of the core textbooks to take home and leave at home. We will provide support and training for teachers

regarding Project GLAD (Guided Language Acquisition and Design). These instructional strategies are specifically geared toward English learners. These students will also have access to online intervention programs for Math and English-Language Arts.

Goal 2: GIS will provide a program that supports all under performing students with effective academic interventions for English Language Arts and Mathematics. GIS will provide supplemental learning supports to specific at-risk students based upon their need and the school's intervention plan. This intervention plan gives teachers direction in what supports students should have dependent upon their need. Paraeducators will support students during the school day and credentialed teachers will provide tutoring after school to targeted students. These same students also have first access to the summer school program.

Goal 3: GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community. Subgroup students will have access to services from the school Counselor that support their participation in the International Baccalaureate program. The counselor will serve as a mentor and facilitator to targeted students who need study skills and social interaction support. Subgroup students will be identified to receive paraeducator support within the classroom for English-Language Arts and/or Mathematics. This is specific time to reteach needed skills and also allows students a chance to ask questions and get feedback. An extended day program is offered for these students to have designated homework time on site. Subgroup students will Counselor and Behavior Specialist services that support regular school attendance and positive behavior intervention.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.



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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

- A. A broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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



## **APPENDIX B: GUIDING QUESTIONS**

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

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?