

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	Contact Name and Title	Email and Phone
Golden Gate Community Charter School	Edward Brown Principal	ebrown@cccocoe.k12.ca.us 925- 427-3199

2017-20 Plan Summary

The Story

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

Golden Gate Community School became a charter school in the 2017-18 school year. We have six classrooms throughout Contra Costa County serving 18 school districts with a student population that ranges from 6th to 12th. Golden Gate Community School is here to help students reach their full potential. We believe that all students can achieve great things if properly motivated and loved. We love kids and are proud to help them on their journey through life. We do this by giving students choices on what educational opportunities they would like to explore.

The student ethnicity groups attending GGCS are as follows: 38% Hispanic, 23% Black, 12% White, Other 7%, and 20% not specified. We have 32% female students and 68% male students. The majority of students use English as their first language (71%) while 28% claim Spanish as their first language. Most of our kids fall into the 14-16 age range (69%) with 17% of the students being 17-18. Our smallest age group is 11-13 year olds.

We provide three distinct learning opportunities:

- -Middle School Classes: Our middle school students are taught the four core classes plus electives/PE. They receive 270 instructional minutes per day. Tutoring support is also available after school on a daily basis.
- -High School classes: High School students are taught in four sessions for a total of 330 available minutes per day. They are required to attend 270 minutes per day in the classroom. We offer two classroom sessions of 120 minutes each plus a third session of 30 minutes for credit recovery. Additionally, a 4th session of 60 minutes is available after school for credit acceleration/credit recovery.
- -Independent Study: We offer Independent Study for all students who desire it at each site. Additionally, we offer Independent Study for adults 18-26. We currently have three teachers teaching 73 students.

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

Along with academics, we offer social and emotional support via a school counselor, youth development specialist, and a probation officer.

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

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

High school graduation rate (5E)

High school dropout rate (5D)

Middle school dropout rate (5C)

Graduates completing UC/CSU required courses (4C)

Progress on CELDT (ELPAC) (4D)

EL Reclassification Rate (4E)

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

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

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

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

Pre-Post Learning Gains in ELA and Math

Number of students that earn a high school diploma

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

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

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

Annual parent/student/staff surveys

LCAP Highlights

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

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

Goal 1: Foster respectful and collaborative school cultures that promotes students' social emotional well-being and increased engagement. (Priorities 3,5,6) Page 10

Goal 2: Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready. (Priorities 2,4,7,8) Page 19

Goal 3: Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning. (Priority 1) page 27

Review of Performance

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

Greatest Progress

Because this is our first year as a Charter School, we do not have LCAP data; however, we do have data from 2015/2015 through 2016/2017 which shows a reduction in our suspension rate from 33% to 12% as well as a reduction in the number of behavioral referrals from 33% to 14%. Additionally, our Chronic Absenteeism rate as dropped from 71% to 64% and our attendance rate has improved from 76% to 80%. We are most proud that our graduation rate has improved from a low of 6 students per year to a high of 16 students. This year, with the addition of our adult Independent Study program, we anticipate 25 student graduates.

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

Greatest Needs

As a small alternative school, we do not have a Dashboard; however, looking at our own accountability reports, our greatest needs are reducing our chronic absenteeism rate even further and filling in the gaps of your EL learners in both English and Math. Next year we plan on addressing the English Learner students needs through daily targeted curriculum standards and reviewing English Language Development data more often. The LEA plans on replacing our probation officer with a Dean of Students who has a strong background in curriculum and instruction. Our students often come to us with significant social/emotional needs which impact attendance and learning. Many of our actions are designed to meet these social/emotional needs.

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

Performance Gaps

As a small alternative school, we do not have a Dashboard to indicate performance gaps, however as stated in our greatest needs are filling in the gaps for our English Learner (EL) students in both math and English. We will be working with the CCCOE Curriculum and Instruction department, administrators and teachers to ensure training and implementation of targeted English Language Development standards across the content areas.

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.

Increased or Improved services

The LEA will provide the following services which are principally directed toward meeting the needs of low-income, English learners, and foster youth.

- Counseling interns
- Professional development on trauma informed practices, restorative practices, and culturally responsive pedagogy.
- Career and college counseling with a Youth Development Services counselor.

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	\$2,845,650.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,619,310.00

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

The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source.

LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$996,477.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

There is no Annual Update for the 2017-2018 school year, since 2018-2019 is the first year of the Golden Gate Community Charter School LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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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.

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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.

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.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The first School Site Council (SSC) meeting of the year was held on October 25, 2017. At that meeting the SSC voted to become the LCAP Advisory Committee, the District English Language Advisory Council and the Charter School Advisory Board.

At the December 5, 2017 meeting, the SSC reviewed each of the school goals and the activities related to each goal. Feed-back and suggestions were gathered from the students, staff, parents and community members in attendance. Recommendations included: considering staff development in “Making Math Visible”, adding bullying prevention training for teachers and students, consider purchasing video cameras, discontinue program improvement activities, continue afterschool services, consider cooking and financial literacy to the curriculum, utilize the “Remind” app to communicate with parents, and providing project-based learning for students. The council brainstormed ways to increase parent involvement: Questionnaire at transition meetings, paper copies mailed to parents, Remind app (Not e-mail), Visit classes at back to school night, Awards day – distribute information early.

The first LCAP Stakeholders meeting was held on February 6, 2018. There was one community member and nine staff members in attendance, including a representative from Local Union One. Those in attendance reviewed the Golden Gate data and Needs Assessment. Recommendations include: Look into purchasing Acellius (Credit recovery program), try to solicit more parent survey results by offering survey to parents during transition meetings, and continuing many of the programs that meet the needs of our students. LCAP Stakeholders meeting #2 was held on March 7. The attendees reviewed the parent survey results. The number of surveys is still quite low. Staff will make an extra effort to get parents to fill out and return the surveys before the next meeting. Funding was reviewed. LCAP funds are spent on attendance incentives, the probation officer, and parenting classes. The group discussed replacing the probation officer with a dean of students to better support current student needs.

Student, staff and parent surveys were distributed and collected during the months of February and March. Parent surveys were mailed with a self-addressed stamped envelope to 128 families. Forty-six of those surveys were returned, which was a huge increase over the three parent surveys returned last year. Overall, the survey's indicated that there are very positive relationships between the staff and the students. 86% of parents indicated that they were agreed or strongly agreed that they were satisfied with the quality of education provided to their child. The student surveys noted the following positive outcomes: 90% of students report that the teachers expect me to do my best, Adults working at school treat me with respect, teachers notice if I'm absent, and Student/Teacher engagement is high (90%). Areas to consider further: Some students don't feel that they belong at the school, and students do not feel that they all get along.

At the March 6 School Site Council meeting, Principal Brown and Ms Mackey reviewed the LCAP goals and services. The major expenditures are the probation officer, parent and family counseling and lower class sizes. The council discussed the changing needs of the student population and the diminished need for a probation officer. The council discussed using those funds to support curriculum implementation and attendance efforts.

Our third LCAP Stakeholders meeting was held on April 4, 2018. There were eleven attendees including one community member and two members of the local California Teachers Association. The stakeholder group reviewed current LCAP goals and services. Recommendations included: continuing to offer parenting workshops, meeting with parents at time of enrollment and exiting program, focusing on chronic absenteeism, the pilot and adopt ELD materials, and changing the probation officer to a dean of students.

May 9 was the date of the fourth LCAP Stakeholders meeting. There were five county office employees in attendance. Staff highlighted the new Golden Gate proposed goals/actions/services for next year. These include 1) the use of counseling interns and 2) replacing the parole officer position with a Dean of Students. Nick Zefeldt, the COE technology coordinator, commented on Action 2.4 – Provide Google Class training for independent study teachers. He stated that he is available to do Google Class trainings similar to the training he provides to county school districts. He is hoping to provide more support to our programs. He also thought that our parents might welcome a course on Digital Citizenship, possibly at the end of a parent BBQ. Discussion followed regarding how to provide better technology-related support to our students, especially our Foster Youth students.

On May 16, 2018 summary feedback from the stakeholder engagement and its impact on the development of actions and services for 20-18-19 was shared at a Board budget workshop.. Suggestions from the Board and other stakeholders were incorporated into the current LCAP.

On June 13, 2018 the Board will be presented with an LCAP overview and update. The 2018-19 budget will also be presented. This will also be the night of the public hearing where stakeholders will have one more opportunity to give input into the development of the LCAP.

The date for the LCAP and budget approval is set for June 30, 2018.

The Superintendent did not respond to any questions in writing because there were no questions received.

Impact on LCAP and Annual Update

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

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

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

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

New actions included the review and adoption of English Language Development materials and the elimination of a Probation Officer and addition of a Dean of Students to focus on attendance and curriculum.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rate (5A)	School Attendance Rate: 80%		Improve Attendance rate by 2%	Improve Attendance Rate by 2%
Chronic Absenteeism Rate (5B)	Chronic Absenteeism Rate: 64%		Improve Chronic Absenteeism by 2%	Improve Chronic Absenteeism by 2%
Suspension rate (6A)	Suspension Rate: 12%		Improve Suspension rate by 5%	Improve Suspension rate by 5%
Parent/Student/Survey (6B,6C)	Surveys: 39% of parent submitted a survey		Improve the number of participants in the	Improve the number of participants in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			stakeholder surveys by 10%	stakeholder surveys by 10%.
Parent input on decision making, parent participation, including parents of unduplicated and special needs students (3A) (3B) (3C)	4 parents participated in our SSC along with 15 students. 50% of our parents participated in an on-campus activity. 46 parents returned the parent survey.		Increase parent participation to 60% participating in an on-campus activity.	Increase parent participation to 65% participating in an on-campus activity.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

1.1 Utilize qualified counseling interns who are culturally competent and understand the needs of our population at all Golden Gate sites.

2019-20 Actions/Services

1.1 Utilize qualified counseling interns who are culturally competent and understand the needs of our population at all Golden Gate sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		30,000	30,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

All All Schools

OR

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

Actions/Services

New Action Unchanged Action

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

Amount		96,991	97,961
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		51,057	54,401
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

All	All Schools
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OR

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

	New Action	Unchanged Action
	1.3 Conduct regular attendance team meetings to disseminate and discuss weekly chronic absence and truancy reports by school site and by classroom. Track, monitor and report on attendance rates to staff, State and other stakeholders.	1.3 Continue with attendance team meetings to disseminate and discuss weekly chronic absence and truancy reports by school site and by classroom. Track, monitor and report on attendance rates to staff, State and other stakeholders.

Budgeted Expenditures

Amount		No additional costs. Provided by existing staff.	No additional costs. Provided by existing staff.
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Action 4

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Unchanged Action
	1.4 Provide school staff with professional development in trauma informed practices, restorative classroom practices, and culturally responsive teaching.	1.4 Continue school staff with professional development in trauma informed practices, restorative classroom practices, and culturally responsive teaching.

Budgeted Expenditures

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

Action 5

All	All Schools
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OR

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

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

Budgeted Expenditures

Amount	No additional costs. Provided by existing staff.	No additional cost. Provided by existing staff.
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Action 6

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

Unchanged Action

1.6 Offer parenting workshops throughout the year with community- based agencies such as COPE

1.6 Continue to offer parenting workshops throughout the year with community-based agencies such as COPE.

Budgeted Expenditures

Amount
Source
Budget Reference

15000
Supplemental and Concentration
5800: Professional/Consulting Services And Operating Expenditures

15000
Supplemental and Concentration
5800: Professional/Consulting Services And Operating Expenditures

Action 7

All

All Schools
Specific Schools: Golden Gate Community School

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

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

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

Budgeted Expenditures

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

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

1.8 Identify strategies to increase student attendance through attendance rewards and incentives program. .

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

2019-20 Actions/Services

1.8 Continue with program wide attendance rewards/incentives program.

Budgeted Expenditures

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

Action 9

All	All Schools
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OR

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

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

Budgeted Expenditures

Amount		113,414	114,548
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		55,024	58,794
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Google Classroom and Odyessyware (online) available to every student, including Independent Study. (7A) (4C) (2A) (1B)	Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers do not utilize Google Classroom		Maintain Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers will use Google Classroom 50% of the time.	Maintain Google Classroom and Odysseyware available to 100% of classroom students. Independent Study Teachers will use Google Classroom 75% of the time.
Pre and Post testing of every student using Renaissance Place upon registering and exiting (8A)	Reading Post Tests: 66% of students showed a gain in reading test scores Math Post Tests: 69% of students showed a gain in math test scores		Increase by 2% on Reading Post Tests learning gains. Increase by 2% on Math Post Tests learning gains.	Increase by 2% on Reading Post Tests learning gains. Increase by 2% on Math Post Tests learning gains.
Individualized Learning Plan created for each student with the goal of providing as broad a course of study as is possible (7B, 7C)	100% of all students have an Individualized Learning Plan that is updated every quarter.		Maintain updated ILPs for 100% of students	Maintain updated ILPs for 100% of students
Students receiving guidance from Youth Development Counselor (4C)	100% of high school students meet with our Youth Development Counselor about College to Career opportunities as well as receive job training opportunities and job placement.		Maintain 100% of high school students meeting with YD counselor	Maintain 100% of high school students meeting with YD counselor
EL students will make progress in acquiring English (4D)	Students took the ELPAC summative assessment for the first		Create a baseline of students performance levels in ELPAC.	Increase by 2% the number of students showing gains in ELPAC.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	time in the spring of 2018.			
SBAC results (4A)	<p>88.24% of students participated in the SBAC testing in 2016-17.</p> <p>Percent of students that did not meet standard for 2017 in ELA is 93.18%</p> <p>Percent of students that did not meet standard for 2107 in Math was 97.67%</p>		Increase by .5 percent the participation rate and number of students who demonstrate proficiency in statewide academic assessments.	Increase by .5 percent the participation rate and number of students who demonstrate proficiency in statewide academic assessments.

Planned Actions / Services

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

Action 1

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Modified Action

Unchanged Action

2.1 Provide ongoing staff development opportunities for instructional strategies to support state standards and curriculum implementation.

2.1 Continue to provide ongoing staff development opportunities for instructional strategies to support the Common Core Standards.

Budgeted Expenditures

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

Action 2

All All Schools

OR

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

Actions/Services

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

Budgeted Expenditures

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

Action 3

All All Schools

OR

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

Actions/Services

	New Action	Modified Action
	2.3 Provide Google Classroom Training for Independent Study teachers	2.3 Monitor the use of Google Classroom in all classrooms

Budgeted Expenditures

Amount		No additional costs. Provided with existing staff.	No additional costs. Provided with existing staff.
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Action 4

All	All Schools
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OR

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

	New Action	Unchanged Action
	2.4 Improve access to the curriculum through the Arts.	2.4 Continue to improve access to the curriculum through the Arts.

Budgeted Expenditures

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

Action 5

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

Budgeted Expenditures

Amount		68,883	70,261
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		31,911	34,794
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

OR

Low Income	LEA-wide	All Schools
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Actions/Services

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

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

Action 7

All	All Schools
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OR

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

	New Action	Unchanged Action
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	2.7 Provide professional development in differentiated instructional and Universal Design for Learning strategies across the curriculum.	2.7 Provide professional development in differentiated instructional and Universal Design for Learning strategies across the curriculum.
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Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

All	All Schools
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OR

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

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

Budgeted Expenditures

Amount		665,750	672,408
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		336,780	359,323
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

All	All Schools
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OR

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

	New Action	Modified Action
	3.2 Purchase Common Core aligned Board approved English Language Arts materials and texts.	3.2 Implement and train on Common Core aligned Board approved Science and History materials and texts.

Budgeted Expenditures

Amount		30,000	60,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Budgeted Expenditures

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

Action 4

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Budgeted Expenditures

Amount		Work provided through indirect costs with CCCOE	Work provided through indirect costs with CCCOE
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Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

New Action

Modified Action

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

3.5 Implement appropriate ELD materials and services for EL students to access the core curriculum and gain English Language proficiency.

Budgeted Expenditures

Amount

30000

5000

Source

Supplemental and Concentration

Supplemental and Concentration

Budget Reference

4000-4999: Books And Supplies

5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$244,009

Percentage to Increase or Improve Services

32.40%

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

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

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

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

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

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

2.5 Youth Development Services counselor is principally directed toward our unduplicated students because data shows that our students are more likely to get training for a trade verses a studying for a traditional four year degree. The Youth Development

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).

counselor is the liaison between our local community colleges and all programs offered by Contra Costa County related to both college readiness and career training.

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$NA

NA%

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

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

NA

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	1,619,310.00	1,651,990.00	3,271,300.00
Base	0.00	0.00	0.00	1,076,030.00	1,120,231.00	2,196,261.00
Supplemental and Concentration	0.00	0.00	0.00	201,794.00	181,055.00	382,849.00
Title I	0.00	0.00	0.00	341,486.00	350,704.00	692,190.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	1,619,310.00	1,651,990.00	3,271,300.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	876,155.00	884,917.00	1,761,072.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	68,883.00	70,261.00	139,144.00
3000-3999: Employee Benefits	0.00	0.00	0.00	474,772.00	507,312.00	982,084.00
4000-4999: Books And Supplies	0.00	0.00	0.00	73,500.00	73,500.00	147,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	65,000.00	65,000.00	130,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	61,000.00	51,000.00	112,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	1,619,310.00	1,651,990.00	3,271,300.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	665,750.00	672,408.00	1,338,158.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	210,405.00	212,509.00	422,914.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	68,883.00	70,261.00	139,144.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	336,780.00	359,323.00	696,103.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	0.00	31,911.00	34,794.00	66,705.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	106,081.00	113,195.00	219,276.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	43,500.00	73,500.00	117,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	30,000.00	0.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	55,000.00	55,000.00	110,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	20,000.00	5,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	16,000.00	21,000.00	37,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	25,000.00	25,000.00	50,000.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	394,986.00	404,204.00	799,190.00
Goal 2	0.00	0.00	0.00	141,794.00	146,055.00	287,849.00
Goal 3	0.00	0.00	0.00	1,082,530.00	1,101,731.00	2,184,261.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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

LCAP Expenditures By Funding Source

Golden Gate Community School

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
	4000-4999: Books And Supplies	\$500.00	1.7 Conduct SSC/ELAC/LCAP meetings and other regularly scheduled parent/stakeholder engagement meetings.
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	2.1 Provide ongoing staff development opportunities for instructional strategies to support state standards and curriculum implementation.
	4000-4999: Books And Supplies	\$5,000.00	2.2 Integrate, train, and monitor integration of project-based activities
	1000-1999: Certificated Personnel Salaries	\$665,750.00	3.1 Employ teachers with appropriate credentials for the Community School program.
	3000-3999: Employee Benefits	\$336,780.00	3.1 Employ teachers with appropriate credentials for the Community School program.
	4000-4999: Books And Supplies	\$30,000.00	3.2 Purchase Common Core aligned Board approved English Language Arts materials and texts.
	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	3.3 Provide staff development opportunities for ELA program.
	4000-4999: Books And Supplies	\$8,000.00	1.8 Identify strategies to increase student attendance through attendance rewards and incentives program. .
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	2.7 Provide professional development in differentiated instructional and Universal Design for Learning strategies across the curriculum.
Base Total Expenditures:		\$1,076,030.00	

Golden Gate Community School

Funding Source: Supplemental and Concentration

Proposed Expenditure	Object Code	Amount	Action
	5000-5999: Services And Other Operating Expenditures	\$30,000.00	1.1 Utilize qualified counseling interns who are culturally competent and understand the needs of our population at all Golden Gate sites.
	5000-5999: Services And Other Operating Expenditures	\$25,000.00	1.4 Provide school staff with professional development in trauma informed practices, restorative classroom practices, and culturally responsive teaching.
	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	1.6 Offer parenting workshops throughout the year with community- based agencies such as COPE
	4000-4999: Books And Supplies	\$30,000.00	3.5 Pilot and purchase sufficient and appropriate ELD materials and services for EL students to access the core curriculum and gain English Language proficiency.
	2000-2999: Classified Personnel Salaries	\$68,883.00	2.5 Youth Development Counselor will implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.
	3000-3999: Employee Benefits	\$31,911.00	2.5 Youth Development Counselor will implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.
	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	2.6 Purchase additional software and other resources that support career and college readiness.

Supplemental and Concentration Total Expenditures: \$201,794.00

Funding Source: Title I

Proposed Expenditure	Object Code	Amount	Action
	1000-1999: Certificated Personnel Salaries	\$96,991.00	1.2 Employ social worker for Golden Gate community school to focus on attendance, climate and social/emotional needs.

Golden Gate Community School

3000-3999: Employee Benefits	\$51,057.00	1.2 Employ social worker for Golden Gate community school to focus on attendance, climate and social/emotional needs.
5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	2.4 Improve access to the curriculum through the Arts.
1000-1999: Certificated Personnel Salaries	\$113,414.00	1.9 .Employ Dean of Students to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance.
3000-3999: Employee Benefits	\$55,024.00	1.9 .Employ Dean of Students to communicate with staff, parents, and our district partners, plan professional development, counsel students and monitor attendance.

Title I Total Expenditures: \$341,486.00

Golden Gate Community School Total Expenditures: \$1,619,310.00