Introduction:

The Elk Grove Charter School (EGCS) is an alternative to the Elk Grove Unified School District's (EGUSD) comprehensive and continuation school programs. EGCS was authorized in August 1999 and began operation as an independent study/home school program in a classroom located at Las Flores High School in South Sacramento. After two years of operation at Las Flores High School, EGCS moved to a facility in the heart of Old Town Elk Grove. In 2010 after nine years of operation at the Old Town Elk Grove location, the school moved to a new facility. EGCS is now located in the East Franklin region of Elk Grove. This move placed EGCS close to local busing, the Franklin Community Library, and local comprehensive schools. The school's physical address is 10065 Atkins Drive, Elk Grove, CA. 95757.

EGCS's purpose is to provide students with an alternative to a traditional education model by offering independent study, direct-instruction course work, and alternative scheduling. Depending on needs and post-secondary goals, students have the option to work toward earning a traditional high school diploma or an alternative education diploma (continuation diploma).

EGCS is committed to creating individualized educational opportunities for all students in a manner suited to their individual needs. EGCS's independent study program (ISP) addresses the needs of both credit-deficient and advanced students by facilitating quicker credit completion. Students are able to work at the appropriate pace for their needs. EGCS's enrollment consists primarily of students from within EGUSD; however, the law allows for enrollment of students from surrounding districts and adjacent counties.

LEA: Elk Grove Charter

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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, and 47606.5, 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?

Involvement Process	Impact on LCAP

The LCAP develpoment and engagement process at EGCS is directly tied to other plans for continuous improvement (ex. WASC, CSSP). Projects are managed by the school's leadership team and information is communicated and acquired from stakeholders in a variety of ways including: staff meetings, monthly advisory meetings, Professional Learning Communities (PLCs), grade level groups. The following outlines these efforts in more detail:
 	
• LCAP was addressed by the Advisory Council begining during the 7/8/15 Council meeting. It appeared on the council's agenda regularly throughout the school year.
• Review of LCAP projects were reviewed during pre-service training on 8/10/16 and development began in February 2016 during monthly staff, PLC, and grade level meetings.
• EGCS developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2015-16 school year EGCS encouraged stakeholder participation to support their understanding of the LCAP. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP.
• Weekly leadership meetings focused on the 2015-16 LCAP projects and development of the 2016-17 plan
• Data reviewed by the stakeholders included:
  ◦ Previous LCAP
  ◦ EL designation and reclassification
  ◦ Discipline and attendance data
  ◦ Graduation and Drop-out rates
  ◦ CAASPP data
  ◦ CELDT scores
	EGCS's Governance Committee reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:
	
	1. Curriculum and instruction
	2. Schoolwide assessment program including state and site authentic assessments
	3. Culturally responsible and safe physical and emotional environment
	4. Parent and stakeholder participation
	
	EGCS stakeholders provided meaningful input that EGCS was able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.
	
	The data that was reviewed and analyzed influenced the goals and actions in the following ways:
	
	• Data showed gaps and needs in specific areas that were used to develop the school's focus goals and metrics.
	• Analyzed data was used to drive the specific actions needed to achieve the school's and district's strategic goals as listed in section 2

Annual Update: The annual update of the LCAP is facilitated through EGCS's leadership team. Each leadership team memeber is also an LCAP project manager. As part of the project managment process, a Strengths, Weaknesses, Opportunities, Threats (SWOT) analyis is completed and reported to all stake holders. Project updates are communicated to staff duing staff meetings and PLC meetins and during public advisory council meetings.	**Annual Update:** Data and information collection from parent stakeholders is a challenge at EGCS. EGCS Governance Council will mirror the staff timeline for annual review and update of the plan in the beginning of the school year and then development of future plans in February and March.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any

additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
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 schoolsites, 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?

GOAL:	**Strategic Goal 1:** All students will receive high quality instruction and curriculum	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: N/A

Identified Need:	• Credit accrual rate for CBEDS students by grade level ◦ Grade level credits ▪ 10th = 160 ▪ 11th = 120 ▪ 12th = 60 ◦ 100% of EGCS students remain enrolled at EGCS • 100% of EGCS students earn 75% or higher in a-g courses • 100% of EGCS students earn 85% or higher in non-a-g courses • 100% of EGCS student graduate
Goal Applies to:	**Schools:** Elk Grove Charter School Grades: All
	Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	• 10% increase in the number of students on-track status by grade level • 10% increase in grade performance in a-g and non-a-g courses • 5% increase in the graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CCSS development/implementation program (includes teacher training and curriculum purchases)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $10,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $5,000

Development of systems to assist students academically. Systems include support plans, reading intervention, parent communication, teacher training, policy and procedural updates to more accurately track student performance and identification.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $35,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $25,000 OB 5xxx - $5,000
Develop and implement a schoolwide program to track, support and promote English Learners and Redesignated English Learners at EGCS.	Schoolwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $7,630** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $630 OB 5xxx - $2,000

Maintain staffing ratios and develop alternate staffing model. Includes teacher credentialing to ensure all teachers are Highly Qualified and all students have access to content experts.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $1,629,962** OB 1xxx - $1,055,803 OB 2xxx - $151,202 OB 3xxx - $410,313 OB 5xxx - $12,644

LCAP Year 2

Expected Annual Measurable Outcomes:	• 10% increase in the number of students on-track status by grade level • 10% increase in grade performance in a-g and non-a-g courses • 5% increase in the graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS development/implementation program (includes teacher training and curriculum purchases)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $10,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $5,000

Development of systems to assist students academically. Systems include support plans, reading intervention, parent communication, teacher training, policy and procedural updates to more accurately track student performance and identification.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $35,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $25,000 OB 5xxx - $5,000
Develop and implement a school wide program to track, support and promote English Learners and Redesignated English Learners at EGCS.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $7,630** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $630 OB 5xxx - $2,000

Maintain staffing ratios and develop alternate staffing model. Includes teacher credentialing to ensure all teachers are Highly Qualified and all students have access to content experts.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $1,629,962** OB 1xxx - $1,055,803 OB 2xxx - $151,202 OB 3xxx - $410,313 OB 5xxx - $12,644

LCAP Year 3

Expected Annual Measurable Outcomes:	• 10% increase in the number of students on-track status by grade level • 10% increase in grade performance in a-g and non-a-g courses • 5% increase in the graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS development/implementation program (includes teacher training and curriculum purchases)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $10,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $5,000

Development of systems to assist students academically. Systems include support plans, reading intervention, parent communication, teacher training, policy and procedural updates to more accurately track student performance and identification.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $35,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $25,000 OB 5xxx - $5,000
Develop and implement a school wide program to track, support and promote English Learners and Redesignated English Learners at EGCS.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $7,630** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $630 OB 5xxx - $2,000

Maintain staffing ratios and develop alternate staffing model. Includes teacher credentialing to ensure all teachers are Highly Qualified and all students have access to content experts.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $1,629,962** OB 1xxx - $1,055,803 OB 2xxx - $151,202 OB 3xxx - $410,313 OB 5xxx - $12,644

GOAL:	**Strategic Goal #2:** All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 X 8 Local: N/A

Identified Need:	Identified needs are specific to students enrolled on or before the first Wednesday in October (CBEDS). • 100% of students will be proficient or advanced on science CST • 100% of students will achieve SBAC level 3 and 4 (Standard Met and Standard Exceeded) • 100% of students will score in the proficient range on course specific performance tasks	
Goal Applies to:	**Schools:**	The Elk Grove Charter School Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	• 5% increase in CST proficient and advanced • 5% increase in students meeting in the number of students achieving level 3 & 4 on SBAC • 5% increase in students achieving proficient range on PT (EGMAP and all a-g courses)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement early identification program for students needing additional assistance on subjects tested by state assessments (ELA, math, science)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $17,000** OB 1xxx - $6,140 OB 3xxx - $860 OB 4xxx - $8,000 OB 5xxx - $2,000

1. Formative assessment program. Includes development and implement course standards assessment program, and performance tasks.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $15,500** OB 1xxx - $8,772 OB 3xxx - $1,228 OB 4xxx - $1,500 OB 5xxx - $4,000

LCAP Year 2

Expected Annual Measurable Outcomes:	• 5% increase in CST proficient and advanced • 5% increase in students meeting in the number of students achieving level 3 & 4 on SBAC • 5% increase in students achieving proficient range on PT (EGMAP and all a-g courses)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement early identification program for students needing additional assistance on subjects tested by state assessments (ELA, math, science)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $17,000** OB 1xxx - $6,140 OB 3xxx - $860 OB 4xxx - $8,000 OB 5xxx - $2,000

Formative assessment program. Includes development and implement course standards assessment program, and performance tasks.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $15,500** OB 1xxx - $8,772 OB 3xxx - $1,228 OB 4xxx - $1,500 OB 5xxx - $4,000

LCAP Year 3

Expected Annual Measurable Outcomes:	• 5% increase in CST proficient and advanced • 5% increase in students meeting in the number of students achieving level 3 & 4 on SBAC • 5% increase in students achieving proficient range on PT (EGMAP and all a-g courses)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement early identification program for students needing additional assistance on subjects tested by state assessments (ELA, math, science)	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $17,000** OB 1xxx - $6,140 OB 3xxx - $860 OB 4xxx - $8,000 OB 5xxx - $2,000

Formative assessment program. Includes development and implement course standards assessment program, and performance tasks.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $15,500** OB 1xxx - $8,772 OB 3xxx - $1,228 OB 4xxx - $1,500 OB 5xxx - $4,000

GOAL:	**Strategic Goal #3:** All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	• 100% attendance • 100% of students will complete college and career plans • 100% of students will take college entrance exams	
Goal Applies to:	**Schools:** The Elk Grove Charter School Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	• 5% decrease in student truancy • 10% decrease in suspensions • Baseline year for college and career plans • Baseline year for seniors taking college entrance exams

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement systems to support and decrease student truancies	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $4,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667

Develop and implement systems to address student discipline including root causes, impact, and perception	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $6,000** OB 1xxx - $2,922 OB 3xxx - $410 OB 4xxx - $1,001 OB 5xxx - $1,667
Increase student college and career readiness through programs targeted at post-secondary endeavors, including CTE, college entrance exams, grade level plans, and career exposure and awareness.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure: $40,000** OB 1xxx - $27,925 OB 2xxx - $4,074 OB 3xxx - $5,001 OB 4xxx - $3,000

LCAP Year 2

Expected Annual Measurable Outcomes:	• 5% decrease in student truancy • 10% decrease in suspensions • Baseline year for college and career plans • Baseline year for seniors taking college entrance exams

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Develop and implment systems to support and decrease student truancies	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $4,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667
Develop and implement systems to address student discipline including root causes, impact, and perception	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $6,000** OB 1xxx - $2,922 OB 3xxx - $410 OB 4xxx - $1,001 OB 5xxx - $1,667

Increase student college and career readiness through programs targeted at post-secondary endeavors, including CTE, college entrance exams, grade level plans, and career exposure and awareness.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure: $40,000** OB 1xxx - $27,925 OB 2xxx - $4,074 OB 3xxx - $5,001 OB 4xxx - $3,000

LCAP Year 3

Expected Annual Measurable Outcomes:	• 5% decrease in student truancy • 10% decrease in suspensions • Baseline year for college and career plans • Baseline year for seniors taking college entrance exams

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implment systems to support and decrease student truancies	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $4,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667

Develop and implement systems to address student discipline including root causes, impact, and perception	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $6,000** OB 1xxx - $2,922 OB 3xxx - $410 OB 4xxx - $1,001 OB 5xxx - $1,667
Increase student college and career readiness through programs targeted at post-secondary endeavors, including CTE, college entrance exams, grade level plans, and career exposure and awareness.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure: $40,000** OB 1xxx - $27,925 OB 2xxx - $4,074 OB 3xxx - $5,001 OB 4xxx - $3,000

GOAL:	**Strategic Goal #4:** All students will benefit from programs and services designed to inform and involve parents, families, and community partners	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A

Identified Need:	• 4 schoolwide activities per year (minimum) • 100% of students are involved in partnerships (ex. Community service, enrichment activities, advanced ed., Explore CTE, work exp. Leadership, clubs)	
Goal Applies to:	**Schools:**	The Elk Grove Charter School Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	• 4 schoolwide activities (minimum) • 10% increase of students involved in partnerships

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EGCS will hold a minimum of 1 school wide activity per quarter, develop clubs and enrichment opportunities.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $66,000** OB 1xxx -$860 OB 3xxx - $140 OB 4xxx - $5,000 OB 5xxx - $60,000

Develop and implement community partnerships and programs including: parent engagement program, branding and community relations, community service program, Explore CTE program, and Work Experience opportunities and partnerships.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $27,000** OB 1xxx - $5,702 OB 2xxx - $ 14,503 OB 3xxx - $4,093 OB 4xxx - $202 OB 5xxx - $2,500

LCAP Year 2

Expected Annual Measurable Outcomes:	• 4 schoolwide activities (minimum) • 10% increase of students involved in partnerships

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EGCS will hold a minimum of 1 school wide activity per quarter, develop clubs and enrichment opportunities.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $66,000** OB 1xxx -$860 OB 3xxx - $140 OB 4xxx - $5,000 OB 5xxx - $60,000

Develop and implement community partnerships and programs including: parent engagement program, branding and community relations, community service program, Explore CTE program, and Work Experience opportunities and partnerships.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $27,000** OB 1xxx - $5,702 OB 2xxx - $ 14,503 OB 3xxx - $4,093 OB 4xxx - $202 OB 5xxx - $2,500

LCAP Year 3

Expected Annual Measurable Outcomes:	• 4 schoolwide activities (minimum) • 10% increase of students involved in partnerships

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EGCS will hold a minimum of 1 school wide activity per quarter, develop clubs and enrichment opportunities.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $66,000** OB 1xxx -$860 OB 3xxx - $140 OB 4xxx - $5,000 OB 5xxx - $60,000

Develop and implement community partnerships and programs including: parent engagement program, branding and community relations, community service program, Explore CTE program, and Work Experience opportunities and partnerships.	Schoolwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	**Total Expenditure - $27,000** OB 1xxx - $5,702 OB 2xxx - $ 14,503 OB 3xxx - $4,093 OB 4xxx - $202 OB 5xxx - $2,500

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 schoolsites 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?

Original Goal from prior year LCAP:	All students at EGCS will receive high quality instruction and curriculum through continued development of curriculum and implementatin of Common Core State Standards, academic intervention programs, English learner intervention program, hiring of highly qualified staff, reading intervention and increasing student access to content experts.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	EGCS Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	10% increase in the number of student reaching credit accrual and grade performance goals in a-g and non-a-g courses	Actual Annual Measurable Outcomes:	Actual credit accrual data isn't available until June of 2016.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Develop, aligne and implment curriculum changes and provide professional development opportunities for teachers. Includes purchase of aligned curriculum.	**Total Expenditure - $25,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $20,000	CCSS course alignment is defined as: • CCSS-aligned textbook • Supplemental materials to provide access to standards • Syllabus updated with CCSS • 2 SBAC-style Performance Tasks per A-G course • Standards quizzes encompassing each standard for A-G courses in history-social science, English-language arts, science, and math • Oral quizzes encompassing all tested curriculum for each test in all subjects • PLC-embedded plan to analyze PTs, standards quizzes, and oral quizzes for curriculum development • Alternative education diploma courses: 15 → 12 hours; reduced DOK levels while still accessing the standards While all A-G areas had an increase in curriculum tailored to the Common Core State Standards, there	Total Expenditure - $25,836 OB 1xxx - $5,000 OB 3xxx - $836 OB 4xxx - $20,000

			is still the following left to create & implement: • ELA: 77% of the program left to implement • Math: 79% of the program left to implement • Science: 79% of the program left to implement • Social Science: 74% of the program left to implement Time is the variable that affects this program the most. Due to a lack of district adoption of materials, it is left to the school to create materials or find materials that satisfy the new standards. This takes time to find, alter for independent study, implement, and assess effectiveness.		
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide interventions for students and families to improve academic progress at EGCS. Includes support planning, teacher training, and opportunuties for students to find extra support.		**Total Expenditure - $7,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $2,000	Implementation of support plans for academic, discipline and attendance issues continued in 2015-16. Teachers received training on developing support plans and continued input on developed support plans throughout the school year. Support labs were inserted into the school's master schedule and a referral process was developed. In addition, throughout the school year, student performance was tracked using SchoolLoop and teachers, students and parents/guardians were informed of progress and potential issues and teachers were given time to meet in grade level groups to discuss student concerns.		Total Expenditures - $7,836 OB 1xxx - $5,000 OB 3xxx - $836 OB 4xxx - $2,000
Scope of service:	Schoolwide Grades: All		Scope of service:	schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide opportunities for EL students to improve language skills to perform better academically.		**Total Expenditure - $7,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $2,000	The following actions, services, curriculum, and assessments were provided to all identified English learners during the 2015-16 schoolyear: • All EL students were CELDT tested • All EL students were scheduled to attend a weekly English support workshop. • All EL students were assigned English modules appropriate to their English level through EL specific curriculum approved through EGUSD. • General education courses included intervention materials on the school's server. PLCs and the school's curriculum and instruction coach focused on increasing these resources in 2015-16. • EL students were able to receive language and content assistance by attending labs (English, math, science, social studies, and study hall).		Total Expenditures - $7,000 OB 1xxx - $4386 OB 3xxx - $614 OB 4xxx - $2,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Maintaing staffing level		**Total Expenditure - $1,529,769** OB 1xxx - $1,158,887 OB 3xxx - $370,882	Staffing levels were maintained and additonal staff members were hired and trained as ISP teachers and an additional middle school English curriculum developer was hired. EGCS embarked on developing an alternative staffing model to meet the need of potential expansion and to normalize the staffin model compared to other EGUSD programs.		Total Expenditure - $1,284,193 OB 1xxx - $1,024,049 OB 3xxx - $260,144
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Improve students reading level in order to perform academically in and independent study environment.		**Total Expenditure - $15,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx – $5,000 OB 5xxx - $5,000	EGCS administered the Slosson Oral Reading Assessment to all students and enrolled all students into an independent reading course. Accelerated Reader and Accelerated Reader 360 was purchased to assess student progress. Reading levels were assessed over time to analyze growth and impact on overall grade and credit accrual.		Total Expenditures - $15,000 OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $5,000 OB 5xxx - $5,000

Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students with access to content experts.		**Total Expenditure - $12,000** OB 1xxx - $10,320 OB 3xxx - $1,680	For the 2015-16 school year, EGCS scheduled support labs in all four major curricular areas (ELA, math, science, social science). In addition, study halls were scheduled before and after school that were staffed by credentialed teachers.		Total Expenditures - $12,000 OB 1xxx - $10,320 OB 3xxx - $1,680
Scope of service:	Schoolwide Grades: All		Scope of service:	schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide teachers with the ability to take courses to provide them with NCLB compliance in non-compliant assignments in an alternative setting.		District funded program $0	Teachers had access to VPSS courses in order to be reclassified as Highly Qualified per NCLB. The VPSS program was offered through EGUSD and teachers took courses on-line. Each teacher has a different need basedon their assignmet at EGCS and are working through non-compliant courses on an agreed upon rate between the teacher and EGCS administration.		District funded program $0
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	Collecting and analyzing the data indicated as the annual expected outcomes continues to be problematic with the established timeline of the plan. In the future, EGCS will establishing milestone checkpoints throughout the school year to collect and analyze data rather than waiting for final data at the end of the schoolyear. In addition, actions and services in this goal will be combined to more easily manage and share data points rather than trying to track data and its impact across multiple actions and services. Specifically, all staffing related actions will be combinded to one action plan and the reading program will be folded into the academic intervention program. Decreasing the number of specifice actions will allocate more expenditures across fewer actions that include a broader scope per action/service. CCSS development will continue until completion and include developing and implementing the Next Generation Science Standards and also the reading and writing standards across all curriculum. Support labs will also be folded into the academic intervention action and the EL program will be augmented to include more collaboration between the EL coordinator and EL workshop teacher. In addition, EGCS will address the poor participation and attendance rates of the EL workshop and work to create better buy-in for the program among all stakeholders.				

Original Goal from prior year LCAP:	**Strategic Goal #2: All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation.**			Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	EGCS Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	• SBAC baseline year • Performance task baseline year • 10% increase on CAHSEE passing rates for 10th-graders and all non-passers		Actual Annual Measurable Outcomes:	SBAC data shows that 25% of all tested students met their grade level performance standards in ELA. Grade level performance data shows 72% of 7th, 90% of 8th, and 71% of 11th graders did not meet their grade level performance standards in ELA. Performance in math is more extreme. Overall school performance shows that 6% of all students tested met grade level performance standards. Data by grade level shows 79% of 7th, 100% of 8th, and 75% of 11 graders failed to meet grade level performance standards. Performance tasks were completed for all subjects except the following courses: Geography, American Government, and Health. The CAHSEE exam was suspended so no further action was taken on CAHSEE programs and data analysis.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Identify students needing additional assistance on state assessments.		**Total Expenditure - $17,000** OB 1xxx - $6,140 OB 3xxx - $860 OB 4xxx - $8,000 OB 5xxx - $2,000	Teacher training regarding SBAC was the focus of this action. Teachers were shown how to access student CAASPP scores through the state and district systems. Idetification and support of students in regards to CAASPP was decided to post-pone to 2016-17 with more accuratea and complete data in order to more accurately identify students in need of intervention.		Total Expenditures - $17,000 OB 1xxx - $6,140 OB 3xxx - $614 OB 4xxx - $860 OB 5xxx - $2,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develop quizzes per standard across all curriculum to inform needed curricular and instruction changes.		**Total Expenditure - $8,500** OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx - $1,500 OB 5xxx - $2,000	Standards quizzes were created and administered for all science and social science courses.		Total Expenditures - $8,5000 OB 1xxx - $4,386 OB 3xxx - $614 OB 4xxx $1,5000 OB 5xxx - $2,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develo and implement 2 performance tasks per subject across all curriculum.		**Total Expenditure - $7,000** OB 1xxx - $4,386 OB 3xxx - $614 OB 5xxx - $2,000	Performance tasks were completed for all subjects except the following courses: Geography, American Government, and Health.		Total Expenditures - $3,5000 OB 1xxx - $2,193 OB 3xxx - $307 OB 5xxx - $1,000
Scope of service:	Schoolwide Grades: All		Scope of service:	schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

provide support for students who have failed CAHSEE exams int he past.		**Total Expenditure - $12,000** OB 1xxx - $4,494 OB 3xxx - $506 OB 4xxx - $2,000 OB 5xxx - $5,000	Initially, EGCS began the 2015-16 school year offering 2 CAHSEE support programs. Eventually legislation was passed that suspended the CAHSEE exams and EGCS discontinued the CAHSEE workshops and transitioned them to a social science lab, work experience workshop and intermural activities.		Total Expenditures - $6,000 OB 1xxx - $2,247 OB 3xxx - $253 OB 4xxx - $1,000 OB 5xxx - $1,000
Scope of service:	Schoolwide Grades: 11th, 12th		Scope of service:	Schoolwide Grades: 11th, 12th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	The Early identification program will be folded into a broader CAASPP action and service program for 2016-17. Early identification and intervention opportunities for students needing help will be addressed in this broader program. Curriculum will be purchased and implemented into EGCS's course offerings. The CAHSEE support program will be eliminated due to the suspension of the CAHSEE. The Standards Quiz and Performance task programs will be combinded into a broader Formative Assessment program designed to address more aspects student performance and stakeholder needs.				

Original Goal from prior year LCAP:	**Strategic Goal #3: All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment.**		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	EGCS Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	• 5% decrease in student truancy • 10% decrease in suspensions • Baseline year for college and career plans • Baseline year for seniors taking college entrance exams • 5% increase in graduation rate	Actual Annual Measurable Outcomes:	Total truancies were tracked by quarter for 2014-15 and 2015-16 the data shows: • Q1 = 41% decrease • Q2 = 61% decrease • Q3 = 11% decrease • Q4 = 39% decreaase between 2013-14 and 2014-15 Suspensions data shows as 44% decrease in suspension from 2013-14 to 2014-15. Suspension data for the 2015-16 school year won't be available until June 2016. The data for college and career plans for 12th grade students showed more difficult to capture and will be addressed in 2016-17 as EGCS's transient student body creates anomolies in the data that make its capture and analysis unreliable. The same is true of college entrance exams and not all EGCS students communicate when they have taken these exams. However, SAT and ACT do report student performance and the numbers are low (single digits) and will also be addressed in the future. Graduation rate comparison shows and 9% decrease in the Cohort graduation rate from 2013-14 and 2012-13 2013-14 = 71.4% 2012-13 = 78.5 % However, any changes in the rate between these 2 years would not be reflected in the actions and services taken place in the 2015-16 school year.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Develop and implement programs and services designed to reduce truancies		**Expenditure - $4,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667	A Truancy Intervention Program (TIP) program was developed and implemented. student truancies data was captured and criterial was established. Students identified were placed on a watch list and "Hallway" talks, intervention meetings, support plans, parent/guardian communication and teacher collaboration/training was then developed and implemented.		Total Expenditures - $4,000 OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develop programs and services designed to decrease the number of discipline related incidents.		**Total Expenditure - $4,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667	EGCS started Positive Behavior Intervention and Support training for the leadership team and will implment the PBIS program schoolwide during the 2016-17 schoolyear. In addition, EGCS worked with EGUSD's student and support services to refer students to the Teen Intervene program as an alternative to suspension or to address drug, alcohol, and tobacco concerns. Workshop teachers met before the schoolyear to develop common classroom management practices.		Total Expenditures - $4,000 OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $667 OB 5xxx - $1,667
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide teachers with training opportunities to address the various culturals at EGCS and how to respond to the varying need of students and families in each culture.		**Total Expenditure - $12,000** OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $334 OB 5xxx - $10,000	Cultural responsive teacher training was presented at pre-service and during staff meetings throughout the school year. Teachers and staff were given opportunities to reflect and collaborate on the differences they see in not only themselves, but also in all stakeholders at EGCS.		Total Expenditures - $12,000 OB 1xxx - $1,461 OB 3xxx - $205 OB 4xxx - $334 OB 5xxx - $10,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Define the college and career vision for EGCS.		**Total Expenditure: $20,000** OB 1xxx - $1,754 OB 3xxx - $246 OB 4xxx - $3,000 OB 5xxx - $15,000	A college and career focus group was established and met monthly to develop the school's college and career vision. Grade level college and career plan development was assigned to grade level groups and the focus group researched 3rd party services to assist in data capture and tracking.		Total Expenditures - $20,000 OB 1xxx - $1,754 OB 3xxx - $246 OB 4xxx - $3,000 OB 5xxx - $15,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide students with opportunties to complete below grade level courses.		**Total Expenditure $35,000** OB 1xxx - $26,171 OB 2xxx - $4,074 OB 3xxx - $4,755	Summer school was offered in 2015 for all students needing to make up courses they had either failed or were below grade level and had not yet been attempted. EGCS's summer school was operated with and independent study model.		Total Expenditures - $35,000 OB 1xxx - $26,171 OB 2xxx - $4,074 OB 3xxx - $4,755
Scope of service:	Schoolwide Grades: 9th, 10th, 11th, 12th		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	The truancy intervention program will continue for the 2016-17 school year and to improve the effectiveness of this program, the site administration will be adding the tracking of attendance and late students along with truancies. Data must expand to give a better overall understanding and measurement of progress in attendance, lates and truancies. Additionally, the data will be broken down by subgroups for closer scrutiny. The expectation is the reduction in each of these areas will improve students' academic performance. The college and career program will continue with focus group meetings and grade level plan development. However, accurate data capture and tracking will need to be addressed early in the 216-17 school year and EGCS will look to purchase software or curriculum specific to college and career readiness to assist students in reaching their full potential. Discipline prevention will focus on the implmentation of PBIS for the 2016-17 school year and continued training cultural responsiveness training. Also, this actioin will be folded into the discipline prevention program and will be aligned with EGUSD's equity training presentations. EGCS will also continue with a book study address race and ethnicity.

Original Goal from prior year LCAP:	**Strategic Goal #4: All students will benefit from programs and services designed to inform and involve parents, families, and community partners**	Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 _7 _8 Local:

Goal Applies to:	Schools:	EGCS Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	• 10% increase in governance attendance • 4 schoolwide activities (minimum) • 10% increase of students involved in partnerships		Actual Annual Measurable Outcomes:	Governance attendance decreased in 2015-16. There were incidents when EGCS meetings were cancelled due to the lack of a quorum and staff participation decreased due to changed mandatory attendance policies. EGCS held more than 4 schoolwide activities during the 2015-16 school year Partnership data is difficult to capture and will be addressed in the 2016-17 school year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Incerease public realtions and leverage leverage govering board powers to improve schoolwide programs and oversight.	**Expenditures: $20,000** OB 1xxx - $1,754 OB 2xxx- $14,503 OB 3xxx - $3,541 Ob 4xxx-$202	EGCS governance went through a material change with the 2015 charter petition renewal. With the charter renewal process EGCS converted its Governance Committee to and Advisory Committee that advised the EGUSD school board. In addition, bylaws were developed, committee positions establshed and a clear election process implemented.	Total Expenditures - $20,000 OB 1xxx - $1,754 OB 2xxx - $14,503 OB 3xxx - $3,541 OB 4xxx - $202

Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide greater opportunities for students to be involved with clubs, on-campus activities and enrichment programs.		**Expenditures: $16,000** OB 1xxx - $860 OB 3xxx - $140 OB 4xxx - $5,000 OB 5xxx - $10,000	EGCS offered multiple schoolwide activities during the 2015-16 schoolyear. Several focussed on service opportunities and social opportunities at the school. EGCS held Red Ribbon week activities, field day, intermural sports, canned food drive, coat drive, chess tournament, and an end of year carnival.		Total Expenditures - $16,000 OB 1xxx - $560 OB 3xxx - $140 OB 4xxx - $5,000 OB 5xxx - $10,000
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Develop programs and partnerships with community and business entities.		**Expenditures: $14,644** OB 1xxx - $2,632 OB 3xxx - $368 OB 5xxx - $11,644	This action was post poned for the 2015-16 school year as EGCS is exploring a possible program expansion. However, informally, EGCS continues to have a social media footprint in the community and focused in increasing parent/guardian participation on SchoolLoop and social media to increase connection with the school.		$0
Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develop CTE opportunites for EGCS students		**Expenditures: $4,000** OB 1xxx - $2,632 OB 3xxx - $368 OB 5xxx - $1,000	The CTE program was postponed. In 2016-17 EGCS will partner with EGUSD's CTE department to benefit from a district grant and to offer CTE programs at EGCS. In addition, possible expansion of the EGCS program may focus on CTE related areas.		$0
Scope of service:	Schoolwide Grades: 10th, 11th, 12th		Scope of service:	Scope Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students with the opportunity to earn high school credit while working and learngin career oriented skills.		**Expenditure: $3,000** OB 1xxx - $1,316 OB 3xxx - $184 OB 5xxx - $1,500	EGCS sent 2 staff members to a Work Experience compliance conference and included and required Work Experience workshop into the master schedule. The workshop teacher was also given time to travel and check on students' places of employment. Pilot curriculum was implemented for the workshop and for students needing to complete the workshop through ISP.		Total Expenditures - $3,000 OB 1xxx - $1,316 OB 3xxx - $184 OB 5xxx - $1,500

Scope of service:	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	EGCS will continue to address the need for school activities and opportunities for students to interact. For the 2015-16 school year, EGCS will offer and activities coordinator stipend. The work experience program will be folded into the community outreach and relations program for 2015-16. The school's work experince program will also continue to focus on compliance, curriculum implementation and the development of internships and business partnerships.				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	162895

EGCS has a low number of students in all subgroups. In order to best meet the needs of students in these groups, EGCS has developed Schoolwide programs. In this manner, EGCS will be able to address the needs of a small number of students identified in specific subgroups and students with the same needs who are not identified. As a credit recovery school, many EGCS students exhibit the same needs indicative of lower performing subgroups. By combining programs to meet the academic needs of all students, EGCS will be able to offer and develop programs that otherwise would not be possible or effective due to low enrollment numbers. By developing programs based on academic needs and not solely by identified subgroup, EGCS will be able to meet the needs of a larger student body and increase the academic performance of students in all subgroups. In addition, identified students in low performing subgroups will benefit from a program implemented on a wider scale with more resources for reflective teaching and development.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.59	%

The demographics of the approximately 264 students in the Elk Grove Charter School represent a very diverse student population. Expenditures related to this funding are described in Section 3B. The identified students that qualify for the free and reduced meal program are 34% of the student population. Additionally 6% of the students are English learners, with 0.7% being foster youth students. While Supplemental grant funds are provided on the number of students in the unduplicated identified group, some of these funds may be utilized to provide services to students in other identified subgroups. To exclude non-identified students from identified low achieving subgroups; such as African American, Hispanic, American Indian/Alaska Native and Special Education students from these services would be counter to the best interests of every student.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).