

**Introduction:**

**LEA: Global Youth Charter School Contact: Scott Loehr, Superintendent, (916) 338-6409, sloehr@centerusd.org LCAP Year: 2016**

***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.*

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*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
<b>Staff Meetings:</b> August 2015 – May 2016 <b>Site Meetings:</b> 8/20, 9/10, 10/15, 11/10, 1/7, 3/7, 5/12 <b>Coordinator Meetings:</b> Ongoing <b>Parent/Student Survey:</b> November 2015	Additional technology use in classrooms for all students (chromebook lab, media lab, computer lab) Developed Schoolwide PE class for all students (starting 2016-17) Moved Jr. High classes to traditional 6-period schedule Improved Website
<b>Annual Update</b> <b>Staff Meetings:</b> Every Monday (2015-16) <b>Site Meetings:</b> Monthly (2015-16) <b>Leadership Meetings:</b> 3/10/15, 4/28/15 <b>Draft Review/Superintendent:</b> May 2015 and May 2016	<b>Annual Update:</b> Need for additional progress for stakeholder involvement Need to continue to find ways to increase enrollment Need to continue to increase electives

**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?



Core and ELD aligned curriculum

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify) \_\_\_\_\_

7-12 teachers will access choices of Professional Development to support the implementation of California Common Core Standards GYCS

X ALL  
 OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify) \_\_\_\_\_

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel  
 Improve CAASPP score above 2014-5 benchmark  
 APU calculation suspended, baseline established once reinstated  
 Teacher mis-assignment will not exceed 8%  
 GYCS will pass inspection within 30 days  
 100% of students are enrolled in a-g approved courses  
 Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	GYCS	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237
Pilot Science Common Core aligned standards	GYCS	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource 0700 Object 4300 \$1,000
7-12 teachers will access choices of Professional	GYCS	X ALL	

Development to support the implementation of California Common Core Standards

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**  
 Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel  
 Improve CAASPP score above 2014-5 benchmark  
 APU calculation suspended, baseline established once reinstated  
 Teacher mis-assignment will not exceed 7%  
 GYCS will pass inspection within 30 days  
 100% of students are enrolled in a-g approved courses  
 Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237
Review Science Common Core aligned standards	GYCS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
7-12 teachers will access choices of Professional Development to support the implementation of California Common Core Standards	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL: Goal #2: GYCS students will be College and Career Ready

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local: Specify \_\_\_\_\_

Identified Need : ALL

Goal Applies to: Schools: GYCS

Applicable Pupil Subgroups: Low Income Pupils, Foster Youth, Redesignated fluent English proficient

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:

- Explore CTE offerings for piloting a CTE course
- Increase population in post-secondary education programs
- Increase completion of all a-g college requirements
- Increase number of college survey field trips
- Increase the number of job shadow hours (senior project expectation)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Prepare detailed 4-year plan for all students (including post-secondary plan)	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1300 \$21,167 Object 3000 \$3,344
Pilot new CTE course	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$10,920 Object 3000 \$1,725
Offer financial aid workshop for parents and students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$1,000

students	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0700 Object 1100 \$1,000 Object 3000 \$158
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Explore CTE offerings for piloting a CTE course		
	Increase population in post-secondary education programs		
	Increase completion of all a-g college requirements		
	Increase number of college survey field trips		
	Increase the number of job shadow hours (senior project expectation)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate/Adjust new CTE offering to more effectively target GYCS students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$500 Object 3000 \$79
Host a College/Career Event at GYCS	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$500 Object 3000 \$158 Object 4300 \$500
Participate in "Steps to Success" at ARC Participate in CSUS Application/Admission July Workshop	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 5000 \$1,000

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**  
 Explore CTE offerings for piloting a 2<sup>nd</sup> CTE course  
 Increase population in post-secondary education programs  
 Increase completion of all a-g college requirements  
 Increase number of college survey trips  
 Increase number of job shadow hours

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a 2 <sup>nd</sup> CTE course offering	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$500 Object 3000 \$158
Host a College/Career Event at GYCS	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 4300 \$500
Continue to work with ARC in "Steps for Success" and CSUS (Admission Workshops)	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 5000 \$1,000

GOAL:	Goal #3: GYCS students and families will be engaged and informed regarding eh educational process and opportunities	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	ALL
Goal Applies to:	Schools:   GYCS Applicable Pupil Subgroups:   English Learner, Redesignated fluent English proficient

<b>LCAP Year 1: 2016-17</b>	
Expected Annual Measurable Outcomes:	Establish appropriate baseline for charter school attendance Increase population with clubs, activities and athletics by 25% Decrease absenteeism rates to 24% Decrease GYCS high school drop outs to 1 or less Increase parent participation to 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop an intramural program during the school day to improve participation in athletics and activities	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$10,920 Object 3000 \$1,727
Improve communication with parents via "all-calls", use of marquee, monthly PTC meetings and accessibility during the school day	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 4000 \$500
Develop a community service component for all students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource 0700 Object 1100 \$1,000

Object 3000  
\$158

**LCAP Year 2: 2017-18**

Expected Annual  
Measurable  
Outcomes:

Establish appropriate baseline for charter school attendance  
Increase population with clubs, activities and athletics by 25%  
Decrease absenteeism rates to 24%  
Decrease GYCS high school drop outs to 1 or less  
Increase parent participation to 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a mobile phone database of all families attending GYC. Pilot a new real-time intervention plan by texting families the moment a student absence is discovered	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource 0700 Object 2400 \$1,000 Object 3000 \$233
Implement an intramural program during the school day (6 <sup>th</sup> period) for all students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource 0700 Object 1100 \$10,920 Object 3000 \$1,727
Implement community service component for all students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource 0700 Object 1100 \$1,000 Object 3000 \$158

**LCAP Year 3: 2018-19**

Expected Annual  
Measurable  
Outcomes:

Establish appropriate baseline for charter school attendance  
Increase population with clubs, activities and athletics by 25%  
Decrease absenteeism rates to 24%  
Decrease GYCS high school drop outs to 1 or less

Increase parent participation to 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to improve upon the mobile data device to monitor student absences and communicate immediately with families	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 2400 \$1,000 Object 3000 \$233
Build the intramural program up to where GYCS can re-establish competing outside of school	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$10,920 Object 3000 \$1,727
Implement a community service graduation requirement for all students	GYCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource 0700 Object 1100 \$1,000 Object 3000 \$158

## 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?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	GOAL 1: Global Youth Charter School students will be challenged and supported to achieve academic success in a clean, safe environment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Gcal Applies to: Schools: GYCS Applicable Pupil Subgroups: Low Income Pupils, Foster Youth, Redesignated fluent English proficient			
Expected Annual Measurable Outcomes:	Common Core Standards are being implemented in all GYCS classrooms as measured by site personnel <10% will not graduate as a result of not passing the CAHSEE API calculation suspended, baseline established once reinstated Teacher mis-assignment will not exceed 9% GYCS will pass inspection within 30 days 100% of students are enrolled in a-g approved courses. 13% of graduates will complete all a-g Provide 100% of students access to standards aligned materials as certified by the CJUSD Board of Trustees	Actual Annual Measurable Outcomes:	Common Core State Standards is being implemented in all GYCS classes as measured by district and site personnel 100% of senior class passed CAHSEE and will be graduating Teacher misassignment: 1class/24 classes/4.1% 100% of school passed 2015-16 inspection 100% of students were enrolled in a-g classes 100% of students had access to standards aligned material as certified by the CJUSD Board of Trustees
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
7-12 teachers will us the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics		7-12 teachers will us the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Studies. 7-12 teachers will use the California Common Core State Standards in Mathematics	Resource 0700 Object 1100 \$182,941 Object 3000 \$52,237

<p>Scope of service: <b>GYCS</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <b>GYCS</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Pilot English/Language Arts Common Core</p> <p>Provide new Chromebook Lab</p> <p>Create new Media Center for Yearbook, Newspaper and Video</p> <p>Provide support classes: Math Lab, Intervention</p> <p>GYCS Teacher Collaboration</p> <p>Provide supplemental curriculum with new Common Core texts in ELA and Social Studies</p>		<p>English Language Arts is implementing Common Core practices in lesson plans. However, new Common Core texts have not yet been purchased</p> <p>New Chromebook Lab is in full use.</p> <p>New Media lab is in full use</p> <p>Intervention class developed; Math Lab class dropped</p> <p>Teacher Collaboration every Monday with entire staff</p>	<p>Resource 0700</p> <p>Object 4300</p> <p>\$1,000</p>
<p>Scope of service: <b>GYCS</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <b>GYCS</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increase electives to best fit the needs of the students</p> <p>Implement California Common Core Standards with new texts</p> <p>Develop on-site activities and athletics that fit the needs of our student population</p>		

Original GOAL from prior year LCAP:	Goal #2: GYCS students will be College and Career Ready	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to: Schools: ALL Applicable Pupil Subgroups: Low Income Pupils, English Learners, Foster Youth, Redesignated English fluent			
Expected Annual Measurable Outcomes:	Explore CTE offerings for piloting a CTE course Increased participation in post-secondary education programs Increase completion of all a-g college requirements Increase number of college survey field trips	Actual Annual Measurable Outcomes:	Continuing to explore CTE options 5 students (11%) of students participated in classes at ARC 2 students (12%) of Senior class completed a-g college requirements School attended one off-campus college trip
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Investigate CTE offerings/Evaluate resources Pilot new College Prep Seminar class Participate in outreach program with community college partner Increase concurrent enrollment in community college to 13% of graduating seniors		Continue to explore CTE options for a school with a small population Successfully started an outreach program within our own school district... serving at all the elementary schools and the junior high school Only 12% of Seniors were concurrently enrolled in a community college	
Scope of service:	GYCS	Scope of service:	GYCS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Scope of service:	GYCS	Scope of service:	GYCS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	GYCS must increase enrollment in order to offer a CTE course and foreign language in the near future GYCS will continue to bring in businesses (such as Chanda's) on campus to teach/share		

Original GOAL from prior year LCAP:	Goal #3: GYCS students and families will be engaged and informed regarding the educational process and opportunities	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to: Schools: GYCS  
Applicable Pupil Subgroups: English Learner, Redesignated fluent English proficient

Expected Annual Measurable Outcomes:	Increase participation in clubs, activities and athletics to 26% Increase GYCS graduation rate to 90% Decrease GYCS chronic absenteeism rates to 24% Decrease GYCS High School dropouts to 1 or Less Decrease GYCS suspension rate to 5% Increase parent attendance and participation to 20%	Actual Annual Measurable Outcomes:	11 of the 49 High School students participated in CIF sports (22.5%) 100% of students will graduate Zero High School Dropouts One High School suspension (2%) 14% Parent participation
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide incentives for attendance Increase sports offerings Host a basketball tournament Implement a GYCS intervention team Schoolwide participation in Community events Improve school website Host a community car show Include awards for perfect attendance Add a girls sport to the athletic program Expand after school club opportunities Encourage senior projects that improve school/community relations		Held rallies for academic success Implemented 6 <sup>th</sup> period Intervention class to help struggling students with school work Worked with feeder schools and neighboring community school on community service projects Seniors logged in many community service hours with local elementary schools Provided "lunch with the Principal" for perfect attendance and high gpa	

<p>Scope of service: GYCS</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Scope of service: GYCS</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>Scope of service: GYCS</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Scope of service: GYCS</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>GYCS will implement an intramural program during the school day to allow participation for all students.</p> <p>GYCS will be providing workshops, college speakers and businesses during the ALL-SCHOOL 6<sup>th</sup> period class</p> <p>GYCS will be investigating ways for families to be more connected to our small school environment.</p>