

**Introduction:**

**LEA:** Golden Eagle Charter School **Contact (Name, Title, Email, Phone Number):** Shelly Blakely, Director, admin@gecs.org, (530) 926-5800 **LCAP Year:** 2014-2015

### ***Local Control and Accountability Plan and Annual Update Template***

*The mission of Golden Eagle Charter School is to serve students in Grades K-12 in Siskiyou County and Castella, through providing a personalized learning program and supporting parental choice in education in the context of a California Standards-Based education. GECS believes that students learn best in a personalized environment that takes into account their specific skills, interests, strengths, and needs. At GECS, each student is treated as an individual. They are assessed upon entry, and a personalized learning plan is developed. This plan takes into account their personal needs, resources, learning style, talents and abilities. The credentialed teacher (EF), the parents/ guardians and the student work together to implement this plan. There may be outside vendors or other community resource people participating in the plan as well. The vision of Golden Eagle Charter School is to provide a learning environment where students, teachers, and families work together to build community, promote academic excellence, and create engaging and inspiring learning experiences.*

*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.*

**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
Monthly - Leadership Team Meetings - ongoing discussion of LCAP goals and progress.	Stakeholders reviewed school-wide i-Ready data in reading, English language arts, and math.
Monthly - Seek input from staff at staff meetings. Go over progress on goals. Intertwined with WASC self-study process.	From the data and stakeholder input, it was determined that extra support in reading and math is needed. While the site programs in GECS have extra support for parents, homeschool/Independent Study students need more support.
January/February - Held informational nights at Yreka and Mt. Shasta sites for homeschool parents as well as meetings for site student parents.	

<p>January/February - completed student surveys at site programs.</p> <p>March - Sent out school-wide survey to parents to obtain input, specific to LCAP and WASC.</p> <p>May - LCAP update presented to Governance Council and Leadership Team.</p> <p>May - Sent out annual school-wide survey to parents.</p> <p>Late May - refined goals and actions for upcoming school year.</p> <p>June - Governance Council adopts LCAP.</p>	<p>There is also a need to train our homeschooling parents in teaching methods, so that they can improve their teaching in math, writing, reading, and common core standards.</p> <p>The stakeholders determined the importance of creating a more college going culture at GECS. Emphasis will be placed on increasing college and career readiness.</p>
<p><b>Annual Update:</b> The involvement process has been adjusted in 2015-2016, and is listed above.</p>	<p><b>Annual Update:</b> The impact on the LCAP is nearly the same as in the previous year. The needs and goals will be similar.</p>

GOAL 1:	GECS will provide a broad course of study, in well maintained school facilities, taught by properly credentialed teachers that are deemed Highly Qualified under ESEA in the subjects and grades in which they serve students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : All Educational Facilitators need to be highly qualified for the grades in which they serve students in math, English Language Arts, Science and Social Studies. Facilities need to be well maintained. Students need access to a broad course of study that includes standards-aligned instructional materials.

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes: All EF's will be properly credentialed. All Site EF's will be highly qualified in Math and ELA for the grades in which they serve students before the beginning of the 2016-2017 school year. All Independent Study EF's will be highly qualified in Science and Social Studies for the grades in which they serve students before the beginning of the 2016-2017 school year.

Facilities will be in good repair as measured quarterly by the Facilities Inspection Tool (FIT).

All students will have a personalized learning plan with access to standards aligned materials as documented on each student's learning plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GECS will pay for EF's to take VPSS Courses to become highly qualified. Stipends will be given for each Tier completed. If a teacher opts to take an exam, he/she will receive a stipend for a passing score.  The annual budget will include money set aside for facility repair and upgrades.  Curriculum and materials will be purchased according to student's personalized learning plans.	School-wide	<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)	VPSS Courses 5000-5999: Services And Other Operating Expenditures Concentration \$12,000 Stipends VPSS 1000-1999: Certificated Personnel Salaries Concentration \$4,000 Stipends VPSS 1000-1999: Certificated Personnel Salaries Title II \$1,432 Facility Repair and Upgrades 6000-6999: Capital Outlay Base \$20,000 Curriculum & Materials 4000-4999: Books And Supplies Base \$100,000

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<p>All EF's will be properly credentialed. All Site EF's will be highly qualified in Science and Social Studies for the grades in which they serve students before the beginning of the 2017-2018 school year. All new Independent Study EF's will have two years to become highly qualified in Math, ELA, Science and Social Studies for grades in which they serve students. All new Site Study EF's will have three years to become highly qualified in Math, ELA, Science and Social Studies for grades in which they serve students.</p> <p>Facilities will be in good repair as measured quarterly by the Facilities Inspection Tool (FIT).</p> <p>All students will have a personalized learning plan with access to standards aligned materials as documented on each student's learning plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>GECS will pay for EF's to take VPSS Courses to become highly qualified. Stipends will be given for each Tier completed. If a teacher opts to take an exam, he/she will receive a stipend for a passing score.</p> <p>The annual budget will include money set aside for facility repair and upgrades.</p> <p>Curriculum and materials will be purchased according to student's personalized learning plans.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>VPSS Courses 5000-5999: Services And Other Operating Expenditures Concentration \$6,000</p> <p>Stipends VPSS 1000-1999: Certificated Personnel Salaries Concentration \$2,000</p> <p>Stipends VPSS 1000-1999: Certificated Personnel Salaries Title II \$1,432</p> <p>Facility Repair and Upgrades 6000-6999: Capital Outlay Base \$20,000</p> <p>Curriculum &amp; Materials 4000-4999: Books And Supplies Base \$100,000</p>

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	<p>All EF's will be properly credentialed. All new Independent Study EF's will have two years to become highly qualified in Math, ELA, Science and Social Studies for grades in which they serve students. All new Site Study EF's will have three years to become highly qualified in Math, ELA, Science and Social Studies for grades in which they serve students.</p> <p>Facilities will be in good repair as measured quarterly by the Facilities Inspection Tool (FIT).</p> <p>All students will have a personalized learning plan with access to standards aligned materials as documented on each student's learning plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>GECS will pay for EF's to take VPSS Courses to become highly qualified. Stipends will be given for each Tier completed. If a teacher opts to take an exam, he/she will receive a stipend for a passing score.</p> <p>The annual budget will include money set aside for facility repair and upgrades.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>VPSS Courses 5000-5999: Services And Other Operating Expenditures Concentration \$2,400</p> <p>Stipends VPSS 1000-1999: Certificated Personnel Salaries Concentration \$368</p> <p>Stipends VPSS 1000-1999: Certificated Personnel Salaries Title II \$1,432</p>

<p>Curriculum and materials will be purchased according to student's personalized learning plans.</p>		<p>_ Other Subgroups: (Specify)</p>	<p>Facility Repair and Upgrades 6000-6999: Capital Outlay Base \$20,000</p> <hr/> <p>Curriculum and Materials 4000-4999: Books And Supplies Base \$100,000</p>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<p>GOAL 2:</p>	<p>All students will demonstrate increasing proficiency in all academic and social areas needed to complete high school and prepare for college and the work world.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>STAR, CAHSEE, reading assessments and iReady data indicate gaps in reading and writing skills. In order to produce graduates who read skillfully and engage with text and write confidently and well GECS must help students improve their reading fluency, reading comprehension, and writing skills.</p> <p>STAR, CAHSEE, Strand Camp (intervention) assessments and iReady data indicate gaps in math skills. Figuring out how to help homeschool students be successful at math is a complex task that GECS has been working on for several years. In order to produce graduates who know and apply mathematical concepts and skills to solve real world problems, GECS must develop and carry out a plan to help students be successful in math.</p> <p>With the changing economy, it is more important than ever for students to continue their education beyond high school. Most of the new jobs created in the information economy require some training or education beyond high school. Furthermore, workers with at least a bachelor's degree earn, on average, approximately \$457 more per week, or nearly \$2000 more per month, than workers with only a high school diploma (Bureau of Labor Statistics, 2013: <a href="http://www.bls.gov/emp/ep_chart_001.htm">http://www.bls.gov/emp/ep_chart_001.htm</a>). In order to prepare our students to be successful in the modern global economy, students must be ready for post-secondary education.</p>	
<p>Goal Applies to:</p>	<p>Schools: GECS          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:

Standards will be implemented as evidenced by each student's individualized learning plan. 100% of students have access to a wide variety of curriculum and instruction options that meet the state standards.

GECS will work to meet the criteria to meet API targets set by the state.

60% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in English Language Arts. For our school-wide language arts assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group.

50% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in Math. For our school-wide math assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group. The results of the Math Strand Camps will show that the students that were referred to strand camp will score an average of 85% on the Post-Test.

66% of all English Language Learners will demonstrate increasing English language proficiency as measured by the CELDT and our reclassification rate will be 66%.

20% of all students will complete course work that will satisfy the entrance requirements for the UC or CSU system. 33% of graduating seniors will have successfully completed college coursework.

80% of students completing Advanced Placement(AP) courses will take the AP end of course exam. 50% of students taking the AP exam will receive a passage rate of 3 or higher.

50% of the students will be college ready as measured by the Early Assessment Program (EAP).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of students have access to a wide variety of curriculum and instruction options that meet the common core state standards. GECS maintains a Great Choices Curriculum catalog, which is available for parents, in conjunction with their assigned credentialed teacher (Educational Facilitator) to choose curriculum when designing each student's educational plan.</p> <p>Purchase Math and English Language Arts Curriculum. Train teachers and parents to use it.</p> <p>Continue subscription to online reading/math assessment system (i-Ready). Train teachers to use results to drive instruction. Use online lessons as intervention component.</p>	<p>School-wide</p>	<p><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)</p>	<p>i-Ready 4000-4999: Books And Supplies Concentration \$9,900</p> <p>Reading Specialist- .80 FTE 1000-1999: Certificated Personnel Salaries Title I \$37,717</p> <p>Reading Specialist - .80 FTE</p> <p>3000-3999: Employee Benefits Title I \$11,143</p> <p>Math Teaching Assistant 2000-2999: Classified Personnel Salaries Title I \$25,156</p> <p>Math Teaching Assistant 3000-3999: Employee Benefits Title I \$5,252</p> <p>Math Specialists- 2.0 FTE 1000-1999: Certificated Personnel Salaries Concentration \$97,023</p> <p>Math Specialists- 2.0 FTE 3000-3999: Employee Benefits</p>

<p>Increase opportunities for struggling readers to work with Reading Specialist.</p> <p>Continue to provide Math Strand Camps for math intervention.</p> <p>Hire additional Math Specialist for North County. Increase support for homeschool students from the Math Specialists, including home tutoring, a once a week math class with at home assignments/assessment and pacing for 7th/pre-algebra concepts and for Math I.</p>			<p>Concentration \$33,156</p> <p>Math &amp; ELA Curriculum 4000-4999: Books And Supplies Base \$30,000</p>
<p>Provide opportunities for high school students to meet with the Academic Counselor. Provide opportunities for students to participate in college tours and college information workshops.</p> <p>GECS will increase the number of approved a-g courses by writing course outlines for Independent Study English I - IV, Independent Study Math I/Algebra I, MathII/Geometry, and Math III/Algebra II. At least one a-g course for site students in both foreign language and visual and performing arts will be developed and approved.</p> <p>An additional AP course (for a total of 2 AP courses offered) will be developed.</p>	<p>School-wide</p>	<p><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)</p>	<p>Academic Counselor- .20 FTE 1000-1999: Certificated Personnel Salaries Concentration \$13,758</p> <p>Academic Counselor- .20 FTE 3000-3999: Employee Benefits Concentration \$3,208</p> <p>College Tour Costs 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>Teacher Salaries for teachers teaching a-g Courses (3.0 FTE) 1000-1999: Certificated Personnel Salaries Base \$146,931</p> <p>Teacher Benefits for teachers teaching a-g Courses (3.0 FTE) 3000-3999: Employee Benefits Base \$41,730</p> <p>Salaries for teachers teaching a-g/AP Classes (1.0 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$51,189</p> <p>Teacher Benefits for teachers teaching a-g/AP Classes (1.0 FTE) 3000-3999: Employee Benefits Concentration \$15,275</p> <p>a-g/AP Curriculum 4000-4999: Books And Supplies Base \$5,000</p>
<p>Homeschool/ Independent Study Students will be offered basic internet service and a Chromebook at their home as per the school's curriculum and internet purchase guidelines.</p> <p>Educational Facilitators work with unduplicated students weekly and in some cases more often.</p> <p>Additional Curriculum is purchased for unduplicated students as needed.</p> <p>Additional tutoring is provided for unduplicated students</p>	<p>School-wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Students with Disabilities.</u>  <u>Hispanic or Latino</u></p>	<p>Basic Internet 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Chromebooks - 20 units 4000-4999: Books And Supplies Base \$5,600</p> <p>10% of EF/Site EF Salaries 1000-1999: Certificated Personnel Salaries Concentration \$119,479</p> <p>10% of EF/Site EF Benefits 3000-3999: Employee Benefits Concentration \$32,298</p> <p>Additional Curriculum 4000-4999: Books And Supplies Base \$2,000</p> <p>Additional Tutoring 4000-4999: Books And Supplies Base</p>

that are two or more grade levels below.			\$3,000
	School-wide	<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)	

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<p>Standards will be implemented as evidenced by each student's individualized learning plan. 100% of students have access to a wide variety of curriculum and instruction options that meet the state standards.</p> <p>GECS will work to meet the criteria to meet API targets set by the state.</p> <p>62% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in English Language Arts. For our school-wide language arts assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group.</p> <p>52% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in Math. For our school-wide math assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group. The results of the Math Strand Camps will show that the students that were referred to strand camp will score an average of 85% on the Post-Test.</p> <p>66% of all English Language Learners will demonstrate increasing English language proficiency as measured by the CELDT and our reclassification rate will be 66%.</p> <p>30% of all students will complete course work that will satisfy the entrance requirements for the UC or CSU system.</p> <p>80% of students completing Advanced Placement(AP) courses will take the AP end of course exam. 50% of students taking the AP exam will receive a passage rate of 3 or higher.</p> <p>52% of the students will be college ready as measured by the Early Assessment Program (EAP).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of students have access to a wide variety of curriculum and instruction options that meet the state standards. GECS maintains a Great Choices Curriculum	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	i-Ready 4000-4999: Books And Supplies Concentration \$10,500 Reading Specialist- .80 FTE

<p>catalog, which is available for parents, in conjunction with their assigned credentialed teacher (Educational Facilitator) to choose curriculum when designing each student's educational plan.</p> <p>Purchase Math and English Language Arts Curriculum. Train teachers and parents to use it.</p> <p>Continue subscription to online reading/math assessment system (i-Ready). Train teachers to use results to drive instruction. Use online lessons as intervention component.</p> <p>Continue support for struggling readers from Reading Specialist.</p> <p>Continue to provide Math Strand Camps for math intervention.</p> <p>Continue support for homeschool students from the Math Specialists. Refine homeschool math plan.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Title I \$38,849</p> <p>Reading Specialist- .80 FTE 3000-3999: Employee Benefits Title I \$12,645</p> <p>Math Teaching Assistant 2000-2999: Classified Personnel Salaries Title I \$25,911</p> <p>Math Teaching Assistant 3000-3999: Employee Benefits Title I \$5,410</p> <p>Math Specialists- 2.0 FTE 1000-1999: Certificated Personnel Salaries Concentration \$99,933</p> <p>Math Specialists- 2.0 FTE 3000-3999: Employee Benefits Concentration \$36,892</p> <p>Math &amp; ELA Curriculum 4000-4999: Books And Supplies Base \$30,000</p>
<p>Provide opportunities for high school students to meet with the Academic Counselor. Provide opportunities for students to participate in college tours and college information workshops.</p> <p>GECS will increase the number of approved a-g courses by writing course outlines for Independent Study Social Studies and Science. At least one a-g course for non-site students in both foreign language and visual and performing arts will be developed and approved.</p> <p>An additional AP course (for a total of 3 AP courses offered) will be developed.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Academic Counselor .20 FTE 1000-1999: Certificated Personnel Salaries Concentration \$14,171</p> <p>Academic Counselor .20 FTE 3000-3999: Employee Benefits Concentration \$3,570</p> <p>College Tour Costs 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Teacher Salaries for teachers teaching a-g Courses (3.0 FTE) 1000-1999: Certificated Personnel Salaries Base \$151,339</p> <p>Teacher Benefits for teachers teaching a-g Courses (3.0 FTE) 3000-3999: Employee Benefits Base \$45,433</p> <p>Salaries for teachers teaching a-g/AP Classes (1.0 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$52,725</p> <p>Teacher Benefits for teachers teaching a-g/AP Classes (1.0 FTE) 3000-3999: Employee Benefits Concentration \$16,996</p> <p>a-g/AP Curriculum 4000-4999: Books And Supplies Base \$5,000</p>
<p>Homeschool/ Independent Study Students will be offered basic internet service and a Chromebook at their home as per the school's curriculum and internet purchase</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input checked="" type="checkbox"/> Low Income pupils</li> </ul>	<p>Basic Internet 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <p>Chromebooks - 20 units 4000-4999: Books And Supplies Base</p>

<p>guidelines.</p> <p>Educational Facilitators work with unduplicated students weekly and in some cases more often.</p> <p>Additional Curriculum is purchased for unduplicated students as needed.</p> <p>Additional tutoring is provided for unduplicated students that are two or more grade levels below.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> <li><u>Students with Disabilities, Hispanic or Latino</u></li> </ul>	<p>\$6,500</p> <hr/> <p>10% of EF/Site EF Salaries 1000-1999: Certificated Personnel Salaries Concentration \$123,063</p> <hr/> <p>10% of EF/Site EF Benefits 3000-3999: Employee Benefits Concentration \$35,938</p> <hr/> <p>Additional Curriculum 4000-4999: Books And Supplies Base \$2,500</p> <hr/> <p>Additional Tutoring 4000-4999: Books And Supplies Base \$3,500</p>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Standards will be implemented as evidenced by each student's individualized learning plan. 100% of students have access to a wide variety of curriculum and instruction options that meet the state standards.</p> <p>GECS will work to meet the criteria to meet API targets set by the state.</p> <p>64% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in English Language Arts. For our school-wide language arts assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group.</p> <p>54% of all students will meet or exceed proficiency on the Smarter Balanced Summative Assessments in Math. For our school-wide math assessment (i-Ready) GECS will reduce the percentage of students scoring one or more grade levels below by 10% school-wide, and in each significant sub-group. The results of the Math Strand Camps will show that the students that were referred to strand camp will score an average of 85% on the Post-Test.</p> <p>66% of all English Language Learners will demonstrate increasing English language proficiency as measured by the CELDT and our reclassification rate will be 66%.</p> <p>40% of all students will complete course work that will satisfy the entrance requirements for the UC or CSU system.</p> <p>80% of students completing Advanced Placement(AP) courses will take the AP end of course exam. 50% of students taking the AP exam will receive a passage rate of 3 or higher.</p> <p>54% of the students will be college ready as measured by the Early Assessment Program (EAP).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of students have access to a wide variety of curriculum and instruction options that meet the state standards. GECS maintains a Great Choices Curriculum catalog, which is available for parents, in conjunction with their assigned credentialed teacher (Educational Facilitator) to choose curriculum when designing each student's educational plan.</p> <p>Purchase Math and English Language Arts Curriculum. Train teachers and parents to use it.</p> <p>Continue subscription to online reading/math assessment system (i-Ready). Train teachers to use results to drive instruction. Use online lessons as intervention component.</p>	<p>School-wide</p>	<p><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)</p>	<p>i-Ready 4000-4999: Books And Supplies Concentration \$10,500</p> <p>Reading Specialist- .80 FTE 1000-1999: Certificated Personnel Salaries Title I \$40,014</p> <p>Reading Specialist- .80 FTE 3000-3999: Employee Benefits Title I \$14,136</p> <p>Math Teaching Assistant 2000-2999: Classified Personnel Salaries Title I \$26,688</p> <p>Math Teaching Assistant 1000-1999: Certificated Personnel Salaries Title I \$5,572</p> <p>Math Specialists- 2.0 FTE 1000-1999: Certificated Personnel Salaries Concentration \$102,932</p> <p>Math Specialists- 2.0 FTE 3000-3999: Employee Benefits Concentration \$41,242</p>

<p>Continue support for struggling readers from Reading Specialist.</p> <p>Continue to provide Math Strand Camps for math intervention.</p> <p>Continue support for homeschool students from the Math Specialists. Refine homeschool math plan.</p>			<p>Math &amp; ELA Curriculum 4000-4999: Books And Supplies Base \$30,000</p>
<p>Provide opportunities for high school students to meet with the Academic Counselor. Provide opportunities for students to participate in college tours and college information workshops.</p> <p>GECS will add any additional a-g courses needed to offer a full complement of a-g courses for site and non-site students.</p> <p>An additional AP course (for a total of 4 AP courses offered) will be developed.</p>	<p>School-wide</p>	<p><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)</p>	<p>Academic Counselor .20 FTE 1000-1999: Certificated Personnel Salaries Concentration \$14,596</p> <p>Academic Counselor .20 FTE 3000-3999: Employee Benefits Concentration \$3,990</p> <p>College Tour Costs 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <p>Teacher Salaries for teachers teaching a-g Courses (3.0 FTE) 1000-1999: Certificated Personnel Salaries Base \$155,879</p> <p>Teacher Benefits for teachers teaching a-g Courses (3.0 FTE) 3000-3999: Employee Benefits Base \$51,907</p> <p>Salaries for teachers teaching a-g/AP Classes (1.0 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$54,306</p> <p>Teacher Benefits for teachers teaching a-g/AP Classes (1.0 FTE) 3000-3999: Employee Benefits Concentration \$19,000</p> <p>a-g/AP Curriculum 4000-4999: Books And Supplies Base \$5,500</p>
<p>Homeschool/ Independent Study Students will be offered basic internet service and a Chromebook at their home as per the school's curriculum and internet purchase guidelines.</p> <p>Educational Facilitators work with unduplicated students weekly and in some cases more often.</p> <p>Additional Curriculum is purchased for unduplicated students as needed.</p> <p>Additional tutoring is provided for unduplicated students that are two or more grade levels below.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities,</u> <u>Hispanic or Latino</u></p>	<p>Basic Internet 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <p>Chromebooks - 20 units 4000-4999: Books And Supplies Base \$6,800</p> <p>10% of EF/Site EF Salaries 1000-1999: Certificated Personnel Salaries Concentration \$126,755</p> <p>10% of EF/Site EF Benefits 3000-3999: Employee Benefits Concentration \$40,175</p> <p>Additional Curriculum 4000-4999: Books And Supplies Base \$2,500</p> <p>Additional Tutoring 4000-4999: Books And Supplies Base \$3,500</p>

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

GOAL 3:	All students will be educated in a safe, engaging, learning environment with enhanced parent involvement.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Parent participation is a core value at GECS. Parents are required to be an integral part of their children's education. GECS continually strives to get parent input, but can always improve upon our efforts. We would like to have more parents come to information events, Leadership Team Meetings, and parent trainings. Parents need training on instructional practices and how to help their child be successful in classes.		
Goal Applies to:	Schools: GECS	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	<p>GECS will increase parent participation in Leadership Team Meetings and Parent Information Events, by better communication of the events/meetings.</p> <p>60% of GECS parents will complete the annual survey which includes questions about the sense of safety and school connectedness. 100% of staff will complete the annual survey which includes questions about the sense of safety and school connectedness. 90% of site students will complete the annual survey which includes questions about the sense of safety and school connectedness.</p> <p>35% of homeschooling parents will attend Parent mini-conference in teaching strategies and high school and college planning. 85% of Site parents will attend site orientation. They will receive training on how to help their child be successful in school.</p> <p>Since attendance is tied to work completion for all students in an independent study school, GECS will increase attendance rates by working to decrease the number of students that are not making satisfactory progress. This will be measured by decreasing the number of academic intervention meetings to 3% and maintaining an average daily attendance rate of 97%. We don't have chronically absent students, since independent study attendance is tied to work, we use the intervention process, which then gets them into the county SARB process if work completion/attendance remains an issue.</p> <p>100% of our eligible students in the middle school will graduate 8th grade with a diploma or a certificate of completion. (We do not have a problem with the Middle School Drop-Out rate.) 98% of eligible high school students will graduate with a diploma or a certificate of completion.</p> <p>GECS will strive to keep suspension rate in site programs to 3% or less. GECS will strive to maintain a 0% expulsion rate.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Put on annual Homeschool Mini Conference for parents.	School-wide	<input checked="" type="checkbox"/> All OR: _____	Training Venue, Food, etc. 4000-4999: Books And Supplies

<p>Hold parent orientations at each site program. This will include tips to help their children be successful in school.</p> <p>Put on at least two parent events to invite parent input and provide opportunities for parents to network.</p> <p>Survey parents, students and staff annually.</p>		<p><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)</p>	<p>Base \$2,000</p> <hr/> <p>Curriculum &amp; Handouts</p> <hr/> <p>4000-4999: Books And Supplies Base \$2,000</p> <hr/> <p>School supplies (kit for students whose parents participate)                  4000-4999: Books And Supplies Base \$2,500</p> <hr/> <p>Stipends - teaching parent workshops</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$2,000</p> <hr/> <p>Parent Involvement materials/supplies 4000-4999: Books And Supplies Title I \$300</p>
<p>Provide Gas Cards to poverty level parents to attend parent events/meetings.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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)</p>	<p>Gas Cards 4000-4999: Books And Supplies Concentration \$500</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>GECS will increase parent participation in Leadership Team Meetings and Parent Information Events, by better communication of the events/meetings.</p> <p>65% of GECS parents will complete the annual survey which includes questions about the sense of safety and school connectedness. 100% of staff will complete the annual survey which includes questions about the sense of safety and school connectedness. 90% of site students will complete the annual survey which includes questions about the sense of safety and school connectedness.</p> <p>45% of homeschooling parents will attend Parent mini-conference in teaching strategies and high school and college planning. 90% of Site parents will attend site orientation. They will receive training on how to help their child be successful in school.</p> <p>Since attendance is tied to work completion for all students in an independent study school, GECS will increase attendance rates by working to decrease the number of students that are not making satisfactory progress. This will be measured by decreasing the number of academic intervention meetings to 3% and maintaining an average daily attendance rate of 97%.</p> <p>100% of our eligible students in the middle school will graduate 8th grade with a diploma or a certificate of completion. (We do not have a problem with the Middle School Drop-Out rate.) 98% of eligible high school students will graduate with a diploma or a certificate of completion.</p> <p>GECS will strive to keep suspension rate in site programs to 3% or less. GECS will strive to maintain a 0% expulsion rate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Put on annual Homeschool Mini Conference for parents.</p> <p>Hold parent orientations at each site program. This will include tips to help their children be successful in school.</p> <p>Put on at least two parent events to invite parent input and provide opportunities for parents to network.</p> <p>Survey parents, students and staff annually.</p>	<p>School-wide</p>	<p><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)</p>	<p>Training Venue, Food, etc. 4000-4999: Books And Supplies Base \$2,000</p> <p>Curriculum &amp; Handouts</p> <p>4000-4999: Books And Supplies Base \$2,000</p> <p>School supplies (kit for students whose parents participate) 4000-4999: Books And Supplies Base \$3,000</p> <p>Stipends - teaching parent workshops</p> <p>1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>Parent Involvement materials/supplies 4000-4999: Books And Supplies Title I \$400</p>
<p>Provide Gas Cards to poverty level parents to attend parent events/meetings.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Gas Cards 4000-4999: Books And Supplies Concentration \$750</p>

Redesignated fluent English proficient  
 Other Subgroups:  
 (Specify)

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

GECS will increase parent participation in Leadership Team Meetings and Parent Information Events, by better communication of the events/meetings.

70% of GECS parents will complete the annual survey which includes questions about the sense of safety and school connectedness. 100% of staff will complete the annual survey which includes questions about the sense of safety and school connectedness. 90% of site students will complete the annual survey which includes questions about the sense of safety and school connectedness.

50% of homeschooling parents will attend Parent mini-conference in teaching strategies and high school and college planning.  
 92% of Site parents will attend site orientation. They will receive training on how to help their child be successful in school.

Since attendance is tied to work completion for all students in an independent study school, GECS will increase attendance rates by working to decrease the number of students that are not making satisfactory progress. This will be measured by decreasing the number of academic intervention meetings to 3% and maintaining an average daily attendance rate of 97%.

100% of our eligible students in the middle school will graduate 8th grade with a diploma or a certificate of completion. (We do not have a problem with the Middle School Drop-Out rate.)  
 98% of eligible high school students will graduate with a diploma or a certificate of completion.

GECS will strive to keep suspension rate in site programs to 3% or less.  
 GECS will strive to maintain a 0% expulsion rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Put on annual Homeschool Mini Conference for parents.</p> <p>Hold parent orientations at each site program. This will include tips to help their children be successful in school.</p> <p>Put on at least two parent events to invite parent input and provide opportunities for parents to network.</p> <p>Survey parents, students and staff annually.</p>	<p>School-wide</p>	<p><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)</p>	<p>Training Venue, Food, etc. 4000-4999: Books And Supplies Base \$2,000</p> <p>Curriculum &amp; Handouts 4000-4999: Books And Supplies Base \$2,200</p> <p>School supplies (kit for students whose parents participate) 4000-4999: Books And Supplies Base \$3,500</p> <p>Stipends - teaching parent workshops 1000-1999: Certificated Personnel Salaries Base \$2,600</p> <p>Parent Involvement materials/supplies 4000-4999: Books And Supplies Title I \$500</p>
<p>Provide Gas Cards to poverty level parents to attend parent events/meetings.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All                      OR:</p>	<p>Gas Cards 4000-4999: Books And Supplies Concentration \$1,000</p>

		<input checked="" 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)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**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:	<u>\$576,662</u>
<p>For 2015-2016, the estimated supplemental/concentration funds is \$312,647. Since GECS has 70% percent unduplicated pupils, we have chosen to provide services to these pupils through a school-wide spending plan that we believe is most effective because these funds would be better spent servicing all GECS pupils as a whole and the amount of service the applicable subgroups would receive would be comparable or increased. Also, since GECS has students located all over Siskiyou County, a large geographical area, providing segregated services to target pupils would be a tremendous logistical and costly challenge. Providing these services to all GECS students will provide a more effective learning environment and use of funds. The total amount required to be spent on unduplicated pupils in 2015-2016 is \$312,647. GECS will meet this spending requirement by using a portion of certificated teacher salaries (10%) for providing extra time to these students by their Educational Facilitators weekly. In addition, extra tutoring will be available to these students in math and reading, along with the purchase of special curriculum or online courses, Chromebooks, and internet service.</p>	

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.

11.5 6	%
<p>In 2015-2016, GECS plans to increase or improve the services to all pupils, including unduplicated pupils. In addition to our services to all students, additional services will be provided to meet the minimum percentage for unduplicated pupils that include extra one-on-one time with credentialed teachers, Math Specialist, Reading Specialist, tutors, transportation (gas cards) internet access and Chromebook for home use, online classes, and specialized curriculum.</p>	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	462,754.00	631,076.00	840,047.00	865,757.00	897,592.00	2,603,396.00
Base	283,241.00	355,578.00	367,261.00	378,572.00	391,986.00	1,137,819.00
Concentration	53,400.00	195,640.00	391,786.00	402,538.00	417,264.00	1,211,588.00
Supplemental	60,704.00	0.00	0.00	0.00	0.00	0.00
Title I	62,663.00	78,426.00	79,568.00	83,215.00	86,910.00	249,693.00
Title II	2,746.00	1,432.00	1,432.00	1,432.00	1,432.00	4,296.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	462,754.00	631,076.00	840,047.00	865,757.00	897,592.00	2,603,396.00
1000-1999: Certificated Personnel Salaries	382,354.00	452,354.00	473,529.00	485,512.00	504,454.00	1,463,495.00
2000-2999: Classified Personnel Salaries	0.00	7,357.00	25,156.00	25,911.00	26,688.00	77,755.00
3000-3999: Employee Benefits	0.00	84,553.00	142,062.00	156,884.00	170,450.00	469,396.00
4000-4999: Books And Supplies	70,000.00	65,789.00	162,800.00	166,150.00	168,000.00	496,950.00
5000-5999: Services And Other Operating Expenditures	10,400.00	21,023.00	16,500.00	11,300.00	8,000.00	35,800.00
6000-6999: Capital Outlay	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	462,754.00	631,076.00	840,047.00	865,757.00	897,592.00	2,603,396.00
1000-1999: Certificated Personnel Salaries	Base	267,341.00	256,740.00	148,931.00	153,339.00	158,479.00	460,749.00
1000-1999: Certificated Personnel Salaries	Concentration	2,800.00	136,951.00	285,449.00	291,892.00	298,957.00	876,298.00
1000-1999: Certificated Personnel Salaries	Supplemental	51,754.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	57,713.00	57,231.00	37,717.00	38,849.00	45,586.00	122,152.00
1000-1999: Certificated Personnel Salaries	Title II	2,746.00	1,432.00	1,432.00	1,432.00	1,432.00	4,296.00
2000-2999: Classified Personnel Salaries	Title I	0.00	7,357.00	25,156.00	25,911.00	26,688.00	77,755.00
3000-3999: Employee Benefits	Base	0.00	39,000.00	41,730.00	45,433.00	51,907.00	139,070.00
3000-3999: Employee Benefits	Concentration	0.00	31,989.00	83,937.00	93,396.00	104,407.00	281,740.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
3000-3999: Employee Benefits	Title I	0.00	13,564.00	16,395.00	18,055.00	14,136.00	48,586.00
4000-4999: Books And Supplies	Base	11,100.00	55,615.00	152,100.00	154,500.00	156,000.00	462,600.00
4000-4999: Books And Supplies	Concentration	45,000.00	9,900.00	10,400.00	11,250.00	11,500.00	33,150.00
4000-4999: Books And Supplies	Supplemental	8,950.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	4,950.00	274.00	300.00	400.00	500.00	1,200.00
5000-5999: Services And Other Operating Expenditures	Base	4,800.00	4,223.00	4,500.00	5,300.00	5,600.00	15,400.00
5000-5999: Services And Other Operating Expenditures	Concentration	5,600.00	16,800.00	12,000.00	6,000.00	2,400.00	20,400.00
6000-6999: Capital Outlay	Base	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00