

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Bowling Green Charter

Contact Name and Title

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2017-20 Plan Summary

The Story

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

The mission is proficiency for all children.

Enrollment at our charter school totaled 850 students for the 2018 - 19 school year. Bowling Green offers two small learning communities: Chacon Language & Science Academy and The McCoy Academy of Excellence. Students are admitted on a first come, first served basis and must complete a reservation form annually. The school's attendance area covers the entire state.

Bowling Green has been a charter school since 1993. The school's charter governs the school. The Ken McCoy Academy for Excellence focus is on Looping and the Chacon Language and Science Academy focus is on an Immersion program and a conversational Spanish program.

Both learning communities focus on the development of a balanced rigorous curriculum and the development of social character. The social skills curriculum includes teaching students how to resolve conflict, how to live by the school rules, how to employ SEL character strengths, and how to believe that if you work hard you can get smarter. We believe that smart is something you become. It is not something you have when you are born. Teachers support students by providing them a safe learning environment. Students are expected to meet Common Core State Standards and 5th Grade California State Standards for science. The Brain Compatible approach takes into consideration different learning styles. Students are moved from knowledge to higher order thinking by having them prove and disprove their responses.

Having confidence is the first step in getting smarter. The next step is effective effort, which is more than just working hard. Working hard can get you nowhere. Effective effort, however, will get you somewhere. Effective effort is characterized by:

- 1) tenacious engagement with what you are doing,
- 2) use of feedback from a continuous data stream, and
- 3) strategic progress based on feedback.

Then you will get smarter! That's what our charter school is all about: getting smarter!

LCAP Highlights

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

The school will continue to increase teacher capacity and implement programs and strategies to support students with particular attention to EL students.

Review of Performance

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

Greatest Progress

The school has continued to increase teacher capacity through professional learning. The teaching staff has completed a two year commitment to Leading with Learning, developed by West-Ed and CDE to support EL literacy. Using the indicators on the California School Dashboard, in English Language Arts, Bowling Green received a yellow indicator, reflecting a growth from prior year.

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

Greatest Needs

CAASPP results showed a need to close the gap for EL and SPED students. The school needs to continue to move forward with full implementation of CCSS in ELA and Math to support students in meeting proficiency with CAASPP.

Using the California School Dashboard, progress in Math is indicated in orange. To address this, Bowling Green will continue focus on CCSS in Math instruction.

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

Performance Gaps

Strategic support will be provided to EL students by continuing to provide teachers with staff development in meeting ELD standards. Teachers will continue implementing the i-3 strategies in all subject matters and providing Integrated & Designated ELD.

Training specialist support will be funded to provide teacher training, planning, and coaching.

Special Education teachers will more closely collaborate with general education staff to improve student outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase percent of students on track to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed.</p> <p>18-19 Maintain at 100%</p> <p>Baseline 100% of teachers are appropriately assigned and fully credentialed.</p>	<p>Maintained 100% fully credentialed and appropriately assigned teachers.</p>
<p>Metric/Indicator Pupils have access to standards-aligned materials.</p> <p>18-19 Maintain at 100%</p> <p>Baseline 100% of pupils have access to standards-aligned materials</p>	<p>Maintained at 100%</p>

Expected

Metric/Indicator

Administrators will assess implementation of state standards using a survey

18-19

Increase 10% over baseline until 90% is achieved.

Baseline

Baseline pending outcome of survey

Metric/Indicator

Number of teachers participating in ELD professional learning (i-3)

18-19

Provide resources as needed for ongoing training

Baseline

2016-17: 35 teachers participated in training

Metric/Indicator

Student achievement in grades 3-6 on standardized ELA assessments (CAASPP)

18-19

Increase by 1% a year

Baseline

2015-16:

Chacon

McCoy

Metric/Indicator

Student achievement in grades 3-6 on standardized Math assessments (CAASPP)

18-19

Increase by 1% a year

Baseline

2015-16:

Chacon

McCoy

Metric/Indicator

EL Progress Indicator

18-19

Increase rating from red to orange.

Actual

Survey unavailable due to CBA constraints. Expected completion in Fall 2019.

100% of teaching staff participated in ELA/ELD professional learning with trained coaches.

Increase in ELA CAASPP performance exceeded goal of 1% at 1.4%.

The goal of 1% increase in Math was not met, the increase was 0.52%

2018 ELPAC data unavailable at this time.

Expected	Actual
Baseline Spring 2017 Indicator: Red	
Metric/Indicator Reclassification rate 18-19 Increase number of students by 5 for each school. Baseline 2016-17: Chacon 21 students McCoy 22 students	Yes, goal was met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	Implemented.	Classroom teachers and substitutes 1000-3000 LCFF 3,601,667	3,601,667
		Classified office staff 2000-3000 LCFF 207,319	207,319

Action 2

	Implemented.	Professional Development McCoy 5800: Professional/Consulting Services And Operating Expenditures Title I 2,540	2,540
		2,540	2,540

Action 3

	Implemented.	Special Education Encroachment 7000-7439: Other Outgo LCFF 760,740	760,740
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Action 4

	Implemented.	Instructional Aides 2000-3000 Suppl/Con 33,772	33,772
		Bilingual Instructional Aides 2000-3000 Suppl/Con EL 36,596	36,596
		McCoy: 4 FTE Resource/CSR Teachers, .1 Training Specialist Chacon: 2.4 FTE CSR 1000-3000 Suppl/Con 806,987	806,987
		Supplemental Instructional Materials 4000-4999: Books And Supplies Suppl/Con 33,833	33,833
		Supplemental Instructional Materials 4000-4999: Books And Supplies Suppl/Con EL 2,849	2,849
		Chacon: 1.84 FTE CSR McCoy: .9 FTE Training Specialist 1000-3000 Suppl/Con EL 404,763	404,763

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All classrooms teachers participated in professional development. Students were provided with appropriate differentiated instruction to meet their identified needs.

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

Students have shown positive growth on site specific assessments in ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

None.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Bowling Green School will provide and maintain a clean, safe, welcoming, and healthy environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Clean and well maintained facilities. 18-19 Maintain Baseline SARC	Met the objective.
Metric/Indicator Attendance 18-19 Maintain at 96% Baseline 2015-16: Chacon McCoy	Met this objective.
Metric/Indicator	Looking at current data, the school is on track to meet this goal.

Expected

Chronic Absence

18-19

Maintain Chronic Absence rate of 7%

Baseline

2015-16: 9.3%

Metric/Indicator

Suspension Rate

18-19

Maintain rate at less than 1.5%

Baseline

2015-16: 0.9%

Metric/Indicator

Local Measure for Positive School Climate

18-19

Increase student perception of safety by 5%

Increase student sense of belonging by 5%

Baseline

School Climate Survey:

Bowling Green Chacon

Student (n 125)

Safety: 55% Positive response

Sense of Belonging: 63% Positive Response

Family (n 2)

Safety: 100% Positive Response

Sense of Belonging: 100% Positive Response

Staff (n 16)

Safety: 85% Positive Response

Sense of Belonging: 81% Positive Response

McCoy:

Staff (0 responses)

Family (0 Responses)

Actual

Current data reflects an increase in suspension rate.

Based on 18-19 survey date, the site showed an increase in student sense of belonging. Student perception of safety remained relatively stable.

Expected

Actual

Students (n 135)
Safety: 63% Positive Response
Sense of Belonging: 70% Positive Response

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	Implemented.	Plant Manager and Custodians 2000-3000 LCFF 249,348	249,348
		Custodial operating supplies 4000-4999: Books And Supplies LCFF 18,000	18,000

Action 2

	Implemented.	School Social Worker Chacon 1000-1999: Certificated Personnel Salaries Title I 24,893	24,893
		School Social Worker McCoy 1000-1999: Certificated Personnel Salaries LCFF 27,399	27,399
		Student Support Specialist and Social Worker 2000-3000 Suppl/Con 117,784	117,784
		McCoy: .3 FTE Social Worker 1000-3000 Suppl/Con EL 35,586	35,586
		School Community Liaison 2000- 2999: Classified Personnel Salaries Title I 38,613	38,613

		McCoy Noon Duty 2000-2999: Classified Personnel Salaries Suppl/Con 18,000	18,000
		Chacon Noon duty (2.4 FTE) 2000-2999: Classified Personnel Salaries LCFF 58,498	58,498

Action 3

	Implemented.	Library Media Tech 2000-2999: Classified Personnel Salaries Title I 37,328	37,328
		Library Media Tech 2000-2999: Classified Personnel Salaries Suppl/Con 26,819	26,819

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The school site has worked with SCUSD to maintain and repair facilities. SEL has been implemented school wide.

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

Site climate surveys indicate an overall positive response for belonging and safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

None.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Parents, family and community stakeholders will become more fully engaged as partners in the education of students at Bowling Green Charter.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Participation in Steering Committee, ELAC and PTA</p> <p>18-19 Maintain school site committees properly composed.</p> <p>Continue with a representative to attend the district's DELAC meetings.</p> <p>Baseline All school site committees will be properly composed.</p> <p>ELAC will elect a representative to attend the district's DELAC meetings.</p>	<p>Committees properly composed and ELAC representatives attended every DELAC meeting in 2018-19.</p>
<p>Metric/Indicator Participation in the Parent/Teacher Home Visit Program</p> <p>18-19 At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.</p> <p>Baseline</p>	<p>Data being gathered.</p>

Expected	Actual
At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	
Metric/Indicator Parent Resource Center Workshops 18-19 At least two parent workshops will take place in the Parent Resource Center. Baseline At least two parent workshops will take place in the Parent Resource Center.	Data being gathered.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	Implemented.	Parent training - Chacon 5800: Professional/Consulting Services And Operating Expenditures Title I 946	946
		Child Sitters McCoy 2000-3000 Title I 447	447

Action 2

	Implemented.	Translation Services 2000-3000 Title I 451	451
		Translation Services 2000-3000 Suppl/Con EL 1,094	1,094

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Steering Committee McCoy: 10/01/18, 10/29/18, 12/13/18, 02/04/19, 03/04/19, 04/01/19, 04/29/19, 06/03/19

Steering Committee Chacon: 8/23/2018, 9/4/2018, 10/1/18, 10/29/18, 12/3/18, 1/7/19, 1/30/19, 2/4/19, 3/18/19, 4/1/19, 4/29/19, 6/3/19

Parent and ELAC Meetings McCoy: 10/18/18, 11/29/18, 01/24/19, 04/25/19

ELAC Meetings Chacon: 09/21/18, 1/29/19, 3/22/19

Impact on LCAP and Annual Update

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

Discussion of support positions, computer programs, literacy coach, CCSS materials, library funding, SPSA, technology

Discussion of new positions, computer programs, CCSS materials, HET materials, library funding, SPSA, PD-training

Feedback on priorities: Safety, cleanliness, interventions, parent involvement, support positions

Feedback on priorities: Safety, cleanliness, interventions, parent involvement, enrichment, training

Feedback on plan provided at the district level with sharing of annual update and LCAP draft

Stakeholder involvement around the metrics and expenditures in the Annual Update impacted the draft in several ways: there was strong feedback to make the LCAP a "data rich" document with more specificity when describing staffing or services provided. For Bowling Green Charter, the inclusion of many SCUSD District-wide services was not deemed necessary.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Increase percent of students on track to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- *Development of relevant, rigorous, well-rounded education
- *Investment in professional development
- *Identification of clear expectations for grade level mastery
- *Development of comprehensive programs and support

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed.	Maintain at 100%	Maintain at 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupils have access to standards-aligned materials.	100% of pupils have access to standards-aligned materials	Maintain at 100%	Maintain at 100%	Maintain at 100%
Administrators will assess implementation of state standards using a survey	Baseline pending outcome of survey	Increase 10% over baseline until 90% is achieved.	Increase 10% over baseline until 90% is achieved.	Increase 10% over baseline until 90% is achieved.
Number of teachers participating in ELD professional learning (i-3)	2016-17: 35 teachers participated in training	Maintain numbers participating	Provide resources as needed for ongoing training	Provide resources needed for ongoing training.
Student achievement in grades 3-6 on standardized ELA assessments (CAASPP)	2015-16: Chacon McCoy	Increase by 1% a year	Increase by 1% a year	Increase by 1% a year
Student achievement in grades 3-6 on standardized Math assessments (CAASPP)	2015-16: Chacon McCoy	Increase by 1% a year	Increase by 1% a year	Increase by 1% a year
EL Progress Indicator	Spring 2017 Indicator: Red	Increase rating from red to orange. (Actual: Red)	Increase rating from red to orange.	Increase rating from orange to yellow
Reclassification rate	2016-17: Chacon 21 students McCoy 22 students	Increase number of students by 5 for each school.	Increase number of students by 5 for each school.	Increase number of students by 5 for each school.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

Provide standards-aligned curriculum,assessments and high quality instruction to prepare students to graduate college and career ready.

Services:A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.

Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.

2018-19 Actions/Services

Provide standards-aligned curriculum,assessments and high quality instruction to prepare students to graduate college and career ready.

Services:A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.

Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.

2019-20 Actions/Services

Provide standards-aligned curriculum,assessments and high quality instruction to prepare students to graduate college and career ready.

Services:A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.

Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,764,818	3,601,667	3,339,095
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000 Classroom teachers and substitutes McCoy: 19 FTE \$2,146,671; \$5,000 Teacher Substitutes Chacon: 15 FTE \$1,587,147: \$26,600 Teacher Substitutes	1000-3000 Classroom teachers and substitutes	1000-3000 Classroom teachers and substitutes. McCoy: 1,951,823 Chacon: 1,387,272
Amount	202,228	207,319	226,701
Source	LCFF	LCFF	LCFF
Budget Reference	2000-3000 Classified office staff McCoy: 1.0 FTE \$85,234 Chacon: 1.75 FTE \$ 116,994	2000-3000 Classified office staff	2000-3000 Classified Office Staff McCoy: 106,292 Chacon: 120,409
Amount			326,699
Source			Suppl/Con
Budget Reference			1000-3000 Classroom teachers and substitutes. Chacon: 326,699
Amount			310,739
Source			Suppl/Con EL
Budget Reference			1000-3000 Classroom teachers and substitutes. Chacon: 310,739

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)	Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)	Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,140	2,540	35,000
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development McCoy	5800: Professional/Consulting Services And Operating Expenditures Professional Development McCoy	1000-1999: Certificated Personnel Salaries McCoy: 10,000 Chacon: 25,000
Amount	5,053	2,540	48,240
Source	Title I		Suppl/Con EL
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development Chacon		2000-3000 Training Specialist McCoy: 48,240

Action 3

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

Students to be Served:

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

Students with Disabilities
Specific Student Groups: Students with disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide special education services.

2018-19 Actions/Services

Provide special education services.

2019-20 Actions/Services

Provide special education services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	544,579	760,740	885,392
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo Special Education Encroachment McCoy: \$317,079 Chacon: \$227,500	7000-7439: Other Outgo Special Education Encroachment	7000-7439: Other Outgo Special Education Encroachment McCoy: 505,702 Chacon: 379,690

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.

2018-19 Actions/Services

Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.

2019-20 Actions/Services

Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	142,882	33,772	79,125
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	2000-3000 Instructional Aides McCoy: \$20,000 Chacon: \$122,882 (2.875 FTE)	2000-3000 Instructional Aides	2000-2999: Classified Personnel Salaries Instructional Aides McCoy: 50,000 Chacon: 29,125
Amount	494,188	36,596	15,331
Source	Suppl/Con	Suppl/Con EL	Title I
Budget Reference	1000-3000 Resource Teacher / CSR McCoy: \$494,188 (4.0 FTE)	2000-3000 Bilingual Instructional Aides	4000-4999: Books And Supplies Supplemental Materials McCoy: 1,439 Chacon: 13,892

Amount	319,949	806,987	25,206
Source	Suppl/Con	Suppl/Con	Suppl/Con EL
Budget Reference	1000-3000 Chacon: (2.4 FTE) for class size reduction, collaboration time, and ELD resource: \$319,949	1000-3000 McCoy: 4 FTE Resource/CSR Teachers, .1 Training Specialist Chacon: 2.4 FTE CSR	1000-1999: Certificated Personnel Salaries McCoy: 25,206
Amount	7,725	33,833	14,856
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Chacon: Supplemental instructional materials, textbooks, reference texts \$4,298 McCoy: Other books \$3,427	4000-4999: Books And Supplies Supplemental Instructional Materials	4000-4999: Books And Supplies McCoy: 11,755 Chacon: 3,101
Amount		2,849	13,463
Source		Suppl/Con EL	Suppl/Con EL
Budget Reference		4000-4999: Books And Supplies Supplemental Instructional Materials	4000-4999: Books And Supplies McCoy: 13,463
Amount		404,763	662,743
Source		Suppl/Con EL	Suppl/Con
Budget Reference		1000-3000 Chacon: 1.84 FTE CSR McCoy: .9 FTE Training Specialist	1000-3000 CSR McCoy: 662,743
Amount			29,125
Source			Suppl/Con
Budget Reference			2000-2999: Classified Personnel Salaries Chacon: 29,125

Amount			37,276
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries Chacon:37,276

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Bowling Green School will provide and maintain a clean, safe, welcoming, and healthy environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Bowling Green uses a holistic approach to student achievement that fosters students engagement in clean, healthy and safe environments. Data indicates the following needs:

- Increase student engagement with maintenance of a clean environment
- Increased attendance rates
- Decrease suspension rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Clean and well maintained facilities.	SARC	Maintain	Maintain	Maintain
Attendance	2015-16: Chacon	Maintain at 96%	Maintain at 96%	Maintain at 96%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	McCoy			
Chronic Absence	2015-16: 9.3%	Decrease Chronic Absence rates McCoy goal of 7%	Maintain Chronic Absence rate of 7%	Maintain Chronic Absence rate of 7%
Suspension Rate	2015-16: 0.9%	Maintain rate at less than 1.5%	Maintain rate at less than 1.5%	Maintain rate at less than 1.5%
Local Measure for Positive School Climate	<p>School Climate Survey: Bowling Green Chacon</p> <p>Student (n 125) Safety: 55% Positive response Sense of Belonging: 63% Positive Response</p> <p>Family (n 2) Safety: 100% Positive Response Sense of Belonging: 100% Positive Response</p> <p>Staff (n 16) Safety: 85% Positive Response Sense of Belonging: 81% Positive Response</p> <p>McCoy: Staff (0 responses)</p> <p>Family (0 Responses)</p>	<p>Increase student perception of safety by 5%</p> <p>Increase student sense of belonging by 5%</p>	<p>Increase student perception of safety by 5%</p> <p>Increase student sense of belonging by 5%</p>	<p>Increase student perception of safety by 5%</p> <p>Increase student sense of belonging by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students (n 135) Safety: 63% Positive Response Sense of Belonging: 70% Positive Response			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students will be provided cleaner, better maintained learning environments.

2018-19 Actions/Services

Students will be provided cleaner, better maintained learning environments.

2019-20 Actions/Services

Students will be provided cleaner, better maintained learning environments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	277,814	249,348	256,558
Source	LCFF	LCFF	LCFF
Budget Reference	2000-3000 Custodians / SPOM McCoy :\$176,659 Chacon: \$101,155	2000-3000 Plant Manager and Custodians	2000-3000 Plant Manager and custodian McCoy: 142,857 Chacon: 113,701
Amount	15,000	18,000	20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Custodial supplies McCoy: \$10,000 Chacon: \$5,000	4000-4999: Books And Supplies Custodial operating supplies	4000-4999: Books And Supplies Custodial supplies McCoy: 10,000 Chacon: 10,000

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.

Social emotional support will be provided through Student Support Center staff.

2018-19 Actions/Services

Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.

Social emotional support will be provided through Student Support Center staff.

2019-20 Actions/Services

Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate.

Social emotional support will be provided through Student Support Center staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			25,056
Source			LCFF
Budget Reference			1000-3000 School Social Worker Chacon: 25,056
Amount	92,756	24,893	84,996
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries School Social Worker McCoy: 0.67 FTE \$70,810 Chacon: .2 FTE \$21,946	1000-1999: Certificated Personnel Salaries School Social Worker Chacon	2000-3000 Student Support Center Coordinator McCoy: 84,996

Amount	34,492	27,399	25,057
Source	LCFF	LCFF	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries School Social Worker McCoy: 0.33 FTE \$34,492	1000-1999: Certificated Personnel Salaries School Social Worker McCoy	1000-3000 School Social Worker McCoy: 25,057
Amount	152,827	117,784	84,997
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	2000-3000 Student Support Specialist McCoy: 1.0 FTE \$127,862 Chacon: 0.2 FTE: \$24,965	2000-3000 Student Support Specialist and Social Worker	2000-3000 Student Support Center Coordinator McCoy: 56,665 Chacon: 28,332
Amount		35,586	3,000
Source		Suppl/Con EL	Suppl/Con EL
Budget Reference		1000-3000 McCoy: .3 FTE Social Worker	2000-2999: Classified Personnel Salaries Translator McCoy: 2,500 Chacon: 500
Amount	36,236	38,613	
Source	LCFF	Title I	
Budget Reference	2000-2999: Classified Personnel Salaries School Community Liaison McCoy 1.0 FTE \$36,236	2000-2999: Classified Personnel Salaries School Community Liaison	

Amount	2,000	18,000	11,998
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	2000-2999: Classified Personnel Salaries Noon / Breakfast Duty McCoy: \$2,000	2000-2999: Classified Personnel Salaries McCoy Noon Duty	2000-2999: Classified Personnel Salaries Morning/Noon duty Chacon: 11998.2
Amount		58,498	109,029
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Chacon Noon duty (2.4 FTE)	2000-2999: Classified Personnel Salaries Morning/Noon duty McCoy: 34,252 Chacon: 74,777

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Computer programs and hardware, library media tech, extra curricular, field trips.

Computer programs and hardware, library media tech, extra curricular, field trips.

Computer programs and hardware, library media tech, extra curricular, field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		37,328	
Source		Title I	
Budget Reference		2000-2999: Classified Personnel Salaries Library Media Tech	
Amount	24,986	26,819	64,421
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	2000-2999: Classified Personnel Salaries Library Media Tech (.875 FTE total) Chacon: 0.375 FTE \$24,986	2000-2999: Classified Personnel Salaries Library Media Tech	2000-3000 Library Media Tech McCoy: 36,812 Chacon: 27,609
Amount	34,715		
Source	LCFF		
Budget Reference	2000-2999: Classified Personnel Salaries Library Media Tech (0.875 FTE total) McCoy: .5 FTE \$34,715		
Budget Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase parent participation in Steering Committee, ELAC, PTA

Maintain support for Parent Resource Center (Chacon)

Build capacity for Parent Teacher Home Visit program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Participation in Steering Committee, ELAC and PTA	All school site committees will be properly composed. ELAC will elect a representative to attend the district's DELAC meetings.	Maintain school site committees properly composed. Continue with a representative to attend the district's DELAC meetings.	Maintain school site committees properly composed. Continue with a representative to attend the district's DELAC meetings.	Maintain school site committees properly composed. Continue with a representative to attend the district's DELAC meetings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in the Parent/Teacher Home Visit Program	At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.
Parent Resource Center Workshops	At least two parent workshops will take place in the Parent Resource Center.	At least two parent workshops will take place in the Parent Resource Center.	At least two parent workshops will take place in the Parent Resource Center.	At least two parent workshops will take place in the Parent Resource Center.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parents are involved as partners in committees, provided with outreach and capacity-building activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,245	946	
Source	Title I	Title I	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Training Chacon: \$1,245	5800: Professional/Consulting Services And Operating Expenditures Parent training - Chacon	
Amount	1,105		
Source	Suppl/Con		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Training Chacon: \$1,105		
Amount	5,500		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures Postage and Duplicating for Communications (Includes Central Printing) Chacon: \$5,500		

Amount	2,000		
Source	Title I		
Budget Reference	5000-5999: Services And Other Operating Expenditures Postage and Duplicating for Communications (Includes Central Printing) McCoy: \$1,500 Chacon: \$500		
Amount	500		
Source	Suppl/Con		
Budget Reference	2000-3000 Child Sitters Chacon: \$500		
Amount	599	447	
Source	Title I	Title I	
Budget Reference	2000-3000 Child Sitters McCoy: \$449 Chacon: \$150	2000-3000 Child Sitters McCoy	

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Effective Communications: Translation

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	451	
Source	Title I	Title I	
Budget Reference	2000-3000 Translation Services Chacon: \$500	2000-3000 Translation Services	
Amount		1,094	
Source		Suppl/Con EL	
Budget Reference		2000-3000 Translation Services	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

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

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

The chartering authority (SCUSD) allocated funds to dependent charter Bowling Green Elementary Charter School (Bowling Green) based on unduplicated numbers of EL, low income, and foster youth to ensure that the school, with two campuses, could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The funds allocated to Bowling Green will be principally directed towards staff that provide direct service to unduplicated students. Training Specialist support and professional learning will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Instructional assistants will also help to support with interventions, assessments and monitoring of student activities.

Funds will also be directed toward providing a Student Support Specialist and Social Worker to coordinate wraparound services for students with needs that are preventing them from accessing the core curriculum, as well as a Library / Media Tech to ensure that all students understand how to access technology and reading materials that support literacy.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,613,552

26.39%

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

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

The chartering authority (SCUSD) allocated funds to dependent charter Bowling Green Elementary Charter School (Bowling Green) based on unduplicated numbers of EL, low income, and foster youth to ensure that the school, with two campuses, could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The funds allocated to Bowling Green will be principally directed towards staff that provide direct service to unduplicated students. Training Specialist support and professional learning will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Instructional assistants will also help to support with interventions, assessments and monitoring of student activities.

Funds will also be directed toward providing a Student Support Specialist and Social Worker to coordinate wraparound services for students with needs that are preventing them from accessing the core curriculum, as well as a Library / Media Tech to ensure that all students understand how to access technology and reading materials that support literacy.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$754,314

12.52%%

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

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

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter Bowling Green Elementary Charter School (Bowling Green) based on unduplicated numbers of EL, low income, and foster youth to ensure that the school, with two campuses, could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for Bowling Green is \$754,314. Out of this amount, approximately \$550,179 LCFF supplemental and concentration grant funds were budgeted for expenditures such as a literacy coach, resource teacher, professional development, staff to coordinate wraparound services at the school site, and parent outreach supplies. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups. Because funds from the May revise were allocated after the close of the school year for this charter school, the difference, representing the additional funds, will have to be reviewed by the School Advisory Board immediately upon re-convening for the 2015-16 school year.

The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. Bowling Green Charter Elementary School will need to reference the LCAP and site plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to the targeted subgroups. Bowling Green's School Site Council and School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.

The calculated percentage by which services must be increased for the unduplicated students is 12.52%. As mentioned in Section 3A, funds were allocated to Bowling Green Elementary Charter School based on their enrollment of low income and English learner students.

As mentioned in Section 3A, LCFF funds were allocated proportionally to the dependent charter schools, such as Bowling Green Elementary Charter School, with low income, English Learner and foster youth populations. Schools with higher concentrations of unduplicated students received higher allocations of LCFF funds.

The funds allocated to Bowling Green will be principally directed towards staff that provide direct service to unduplicated students. A new Literacy Coach, additional funding for a Resource Teacher, and professional learning will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Resource teachers can provide opportunities for enhanced instruction for those students performing below proficiency. Instructional assistants will also help to support with interventions,

assessments and monitoring of student activities.

Funds will also be directed toward providing a Student Support Specialist and Social Worker to coordinate wraparound services for students with needs that are preventing them from accessing the core curriculum, as well as a Library / Media Tech to ensure that all students understand how to access technology and reading materials that support literacy.