

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Grimmway Academy		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Grimmway Academy is an elementary charter school that provides a choice for families in Arvin where virtually all the elementary schools are persistently performing at low levels. The goal of Grimmway Academy is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. The Charter School enrolls approximately 80 students per grade per year in grades Kindergarten through sixth, and 90 students per grade per year in grades seventh through eighth, with an end goal of educating approximately 740 students annually in grades K-8. Our student population is 43% English learner (EL), 87% Socioeconomically Disadvantaged and 8% Special Education. 94% of our students are Hispanic.

Grimmway Academy is designed to serve students in grades K-8 who are at risk of achieving below basic proficiency in state examinations. It attracts children of parents who seek an alternative to their current educational choices, desire an innovative approach to learning, and share the vision of Grimmway Academy.

Grimmway Academy will transform the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success.

The following goals encompass the vision of the Grimmway Academy:

- Grimmway Academy provides a school choice for families that have limited English Language skills and are economically disadvantaged.
- Grimmway Academy enables incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave the Charter School.
- Grimmway Academy students are self-motivated, competent and lifelong learners.
- Grimmway Academy students have a deep love of reading.
- Grimmway Academy provides the parents in the Arvin Community a path for their children to take in order to have the best chance to attend a four year college.
- Grimmway Academy includes a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane and sustainable future.
- Grimmway Academy encourages our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

## LCAP HIGHLIGHTS

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

Through an analysis of our state and local data and input from staff and stakeholders, we identified four areas of focus for the 2017-18 school year.

- 1) Our state and local assessment data shows that school wide, our Math Achievement scores fall significantly below our reading scores. In order to address this issue, additional action steps have been added in order to increase student achievement in the area of Math. The most notable addition is a partnership with Loyola Marymount Universities Center for Math and Science Teaching.
- 2) In order to continue our progress in the area of reading for all students as well as English Language Learners, we will expand our reading program, Success For All (SFA), to include all components for writing and reading in grades 1-6.
- 3) It is our belief that authentic parent engagement and education is the key to student success. This years LCAP includes action steps to support the expansion of our Parent University and Academic Parent Teacher Team (APTT) meetings.
4. Continued focus on supporting English Language Learners in order to close the Achievement Gap on all state and local assessments.

These focus areas are addressed through the following goals that are found in our Action Plan:

Goal #1- Provide a dynamic learning experience that inspires students, teachers and parents to reach for higher academic achievement.

Goal #2- Create and maintain collaborative partnerships with parents to improve student achievement.

Goal #3- Provide and environment that encourages healthy lifestyles.

## REVIEW OF PERFORMANCE

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

This year the percentage of students that met or exceeded the State Standards grew from 35% to 46% in English Language Arts and 28% to 30% in Mathematics. Additionally, 60.1% of students made their annual growth target for English Language Development and 31% of students reclassified as English proficient.

Our dashboard results show that our suspension data scored in the green with a decline of .9%. In addition, our English Language Arts scores have increased Significantly, (26.4 pts) and our Math Scores show an increase of 2.4 pts.

Stakeholder input from parents, staff, and students, made providing kindergarten and sixth grade students the Success for All reading curriculum and increased intervention and enrichment time during the extended school day a priority to support our continued improvement in reading scores. The addition of the GLAD strategies and continued professional development to support English learners helped the growth of the EL students.

## GREATEST PROGRESS

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

## GREATEST NEEDS

The evaluation rubrics scored Grimmway Academy yellow for all students based on the 2016 CAASPP English results with 46% of students meeting or exceeding standard. The CAASPP Mathematics results showed that two out of three groups scored in the yellow category with English Language Learners scoring orange scoring lower in the area of math as compared to the EO and RFEP students. Overall Math results were 30% meeting or exceeding standard.

In addition, our English Learner progress Declined Significantly by - 18.7%. We will need to continually focus on our English Language Learners as we move forward.

In order to address these findings, Grimmway Academy is investing in a number of programs to increase math school-wide as well as English Language Learner achievement. Our partnership with Loyola Marymount will provide intensive training for on campus math coaches in best practices for teaching math. This program will increase math teacher effectiveness and develop our current staff to become experts in the field.

Additionally, we will be fully implemented with our Success for All program which includes additional instructional materials to support EL growth in the area of reading comprehension, writing and speaking.

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

## PERFORMANCE GAPS

Local and State assessment results show that school wide, students are making slower growth in Math than in ELA. In addition, although English Language Learners scored in the yellow category along with all school subgroups, they scored in the orange category in Math as compared to the yellow category with the other subgroups. To address these gaps, the Grimmway Academy LCAP includes the following actions and services:

- 1) Partnership with Loyola Marymount to train Math teachers on best teaching practices, including strategies to meet the needs of English Language Learners in Math.
- 2) Continue to develop and expand the BEGLAD intervention strategies on campus by having 2 staff members complete the GLAD Trainer certification and coach teachers on campus.
- 3) Summer School program to include Math intervention for the lowest 20% of students in each grade level.
- 4) Increased services for Long Term EL's including additional software to support growth in the Learning Lab.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

During the 2017-18 school year, we plan to increase services to our highest need students by:

- Expanding the Success for All Curriculum to include writing and Math.
- Increase small group intervention time by adding a Math Lab period
- Expand GLAD implementation

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,013,047
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,999,063.00

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

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

\$6,024,203

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

Provide a dynamic learning experience that inspires students, teachers and parents to reach for higher academic achievement

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Facilities maintained to offer a secure, safe & nurturing environment (Priority #1)

100% of teachers teaching core courses are fully credentialed and appropriately assigned(Priority #1)

100% of students have access to standards-aligned instructional materials (Priority #1)

The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey (Priority #2)

100% of ELL students will have access to high quality ELD Instruction and support materials. (Priority #2)

56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments (Priority #4)

40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments (Priority #4)

20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments (Priority #4)

#### ACTUAL

Facilities maintained to offer a secure, safe & nurturing environment (Priority #1)

82% of teachers teaching core courses are fully credentialed and appropriately assigned (Priority #1)

100% of students have access to standards-aligned instructional materials (Priority #1)

The school fully implemented CCSS in Math and ELA during the 2016 school year as defined by the Academic Program Survey (Priority #2)

100% of ELL students have access to high quality ELD Instruction and support materials. (Priority #2)

45% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments (Priority #4)

34% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments (Priority #4)

13% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments (Priority #4)

20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments (Priority #4)

60% of students at or above 50th percentile in STAR (Priority #4)

60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)

59% of ELL students meeting AMAO target #1 (Priority #4)

58% of ELL students, less than 5 years, meeting AMAO target #2 (Priority #4)

49% of ELL students, more than 5 years, meeting AMAO target #2 (Priority #4)

Reclassify 20% of ELL students (Priority #4)

API -N/A(Priority #4)

Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)

100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)

8% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments (Priority #4)

NA - Students were not tracked in STAR assessments in the 16-17 school year

60.1% of ELL students increased one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)

60.1% of ELL students met AMAO target #1 (Priority #4)

26.2% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)

49% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)

31 % of ELL students reclassified (Priority #4)

API -N/A(Priority #4)

Course access included ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)

100% of students in grades K-6 participated in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)

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**

Actions/Services

**PLANNED**

Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction.

For SY 2016-17 we added 2 additional Instructional Assistants in the Learning Lab. There were a total of 9 Instructional

**ACTUAL**

Intervention and enrichment time provided to targeted students during the extended day period to supplement instruction.

For SY 2016-17 we added 2 additional Instructional Assistants in the Learning Lab. There were a total of 9

	<p>Assistants; one for each grade level. Three of the Instructional Assistants were Americorps members.</p>	<p>Instructional Assistants; one for each grade level. Three of the Instructional Assistants were Americorps members.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Intervention and Enrichment (LL) 1000-1999: Certificated Personnel Salaries Title I \$75,000                  Classified Support Salaries (LL-Instructional Assts-3) 2000-2999: Classified Personnel Salaries Title I \$129,000                  Classified Support Salaries (LL-Instructional Assts-4) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000                  Benefits (LL Coordinator &amp; Instructional Assistants)40+26 3000-3999: Employee Benefits Supplemental and Concentration \$46,250                  Classified Support Salaries (LL Aides) 2000-2999: Classified Personnel Salaries Title III \$65,117                  Benefits (LL Aides) 3000-3999: Employee Benefits Supplemental and Concentration \$24,500                  Certificated -Intervention and Enrichment (LC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000                  Classified Support Salaries (LC-Instructional Assts-2) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$86,000                  Benefits (LC-Instructional Assts &amp; PBL) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Intervention and Enrichment (LL) 1000-1999: Certificated Personnel Salaries Title I \$79,719                  Classified Support Salaries (LL-Instructional Assts-3) 2000-2999: Classified Personnel Salaries Title I \$164,520                  Classified Support Salaries (LL-Instructional Assts-4) Americorp 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,900                  Benefits (LL Coordinator &amp; Instructional Assistants) add new column for Title I 3000-3999: Employee Benefits Supplemental and Concentration \$41,468                  Classified Support Salaries (LL Aides-3) 2000-2999: Classified Personnel Salaries Title III \$58,393                  Benefits (LL Aides) 3000-3999: Employee Benefits Supplemental and Concentration \$13,729                  Certified -Intervention and Enrichment (LC/PBL) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,2348                  Classified Support Salaries (LC/PBL-Instructional Assts-2) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$61,000                  Benefits (LC-Instructional Assts &amp; PBL) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,939                  Classified Support Salaries (LL Aides-3) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,850</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Summer school will be scheduled for a four week period to provide continuous support for students scores 1.5 or more grade levels below in math or ELA.</p>	<p><b>ACTUAL</b>                  Summer school scheduled for a four week period to provide continuous support for students scores 1.5 or more grade levels below in math or ELA.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Benefits (After School Tutoring) 3000-3999: Employee Benefits Title III 3,400                  Summer School Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500                  Summer School - Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,000                  Benefits (Summer School) 3000-3999: Employee Benefits Supplemental and Concentration \$3,400</p>	<p><b>ESTIMATED ACTUAL</b>                  Benefits (After School Tutoring) 3000-3999: Employee Benefits Supplemental and Concentration 0                  Summer School Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,485                  Summer School - Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,578                  Benefits (Summer School) 3000-3999: Employee Benefits Supplemental and Concentration \$3,800</p>



Action **3**

Actions/Services	<p><b>PLANNED</b> Full time Librarian and Library Assistant positions. Continue to build libraries, both Elementary and Middle School, to create additional reading opportunities.</p>	<p><b>ACTUAL</b> Full time Librarian and Library Assistant positions. Continued to build and organize libraries, both Elementary and Middle School, to create additional reading opportunities.</p>
Expenditures	<p><b>BUDGETED</b> Librarian 1000-1999: Certificated Personnel Salaries Base \$60,000 Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,563 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,000</p>	<p><b>ESTIMATED ACTUAL</b> Librarian 1000-1999: Certificated Personnel Salaries Base \$58,000 Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,327 Benefits - Librarian and Library Assistant 3000-3999: Employee Benefits Supplemental and Concentration \$16,248</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p><b>ACTUAL</b> Utilized software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>
Expenditures	<p><b>BUDGETED</b> LL Software 4000-4999: Books And Supplies Supplemental and Concentration \$74,500</p>	<p><b>ESTIMATED ACTUAL</b> LL Software 4000-4999: Books And Supplies Supplemental and Concentration \$68,705</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum.  8th Grade textbooks and curriculum, Math, ELA and History  Success for All for Kinder and 6th grades</p>	<p><b>ACTUAL</b> Increased access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum.  8th Grade textbooks and curriculum, Math, ELA and History  Success for All for Kinder and 6th grades was purchased</p>
Expenditures	<p><b>BUDGETED</b> Textbooks-Math 4000-4999: Books And Supplies Base \$5,400 Textbooks-ELA-Success For All 4000-4999: Books And Supplies Supplemental and Concentration \$20,000 Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$57,000 Class Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$40,000 Textbooks-History 4000-4999: Books And Supplies Base \$4,000</p>	<p><b>ESTIMATED ACTUAL</b> Textbooks-Math 4000-4999: Books And Supplies Base \$4,126 Success For All - Curriculum Materials - ELA 4000-4999: Books And Supplies Supplemental and Concentration \$20,368 Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,239 Class Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$37,025 Textbooks-History 4000-4999: Books And Supplies Base \$3,688</p>

Action **6**



<p>Actions/Services</p>	<p><b>PLANNED</b> Provide Professional Development for teachers and paraprofessionals, focusing on CCSS alignment, ELD standards implementation and ELD development instruction.</p>	<p><b>ACTUAL</b> Provided Professional Development for teachers and paraprofessionals, focusing on CCSS alignment, ELD standards implementation and ELD development instruction.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000 Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,500</p>	<p><b>ESTIMATED ACTUAL</b> PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,503 Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

Action **7**

<p>Actions/Services</p>	<p><b>PLANNED</b> Actively promote college readiness and awareness by:</p> <ul style="list-style-type: none"> <li>• Conducting a "College Fair"</li> <li>• Providing parent education around college readiness</li> </ul> <p>Holding a Career Day Event for students and parents</p>	<p><b>ACTUAL</b> Actively promoted college readiness and awareness by:</p> <ul style="list-style-type: none"> <li>• Conducted a "College Fair"</li> <li>• Provided parent education around college readiness</li> </ul> <p>Held a Career Day Event for students and parents</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p>	<p><b>ESTIMATED ACTUAL</b> Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,500</p>

Action **8**

<p>Actions/Services</p>	<p><b>PLANNED</b> Add resources and professional development to accelerate the academic achievement of English Learners.</p> <p>Small group instruction and 20 additional minutes of small group ELD instruction will be provided to students who either 1. score a 1 or 2 on the CELDT- or- 2. Have been identified as an ELL for more than 3 years. Goals for these students will be reflected on their ILPs.</p> <p>GLAD strategies and ELD curriculum resources will be purchased which align to the newly adopted ELD standards.</p>	<p><b>ACTUAL</b> Added resources and professional development to accelerate the academic achievement of English Learners.</p> <p>Small group instruction and 20 additional minutes of small group ELD instruction was provided to students who either 1. score a 1 or 2 on the CELDT- or- 2. Have been identified as an ELL for more than 3 years. Goals for these students will be reflected on their ILPs.</p> <p>GLAD strategies and ELD curriculum resources were purchased, which align to the newly adopted ELD standards.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> GLAD Materials 4000-4999: Books And Supplies Title III \$3,000</p>	<p><b>ESTIMATED ACTUAL</b> GLAD Materials - Included in Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$0 GLAD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,600</p>

Action **9**

Actions/Services	<p><b>PLANNED</b> After school tutoring will be provided to targeted students scoring in the lowest 30% in math or ELA.</p>	<p><b>ACTUAL</b> The implementation of after school tutoring did not occur.</p>
Expenditures	<p><b>BUDGETED</b> After School Tutoring 2000-2999: Classified Personnel Salaries Title III \$13,000</p>	<p><b>ESTIMATED ACTUAL</b> After School Tutoring 2000-2999: Classified Personnel Salaries Title III \$0</p>

Action **10**

Actions/Services	<p><b>PLANNED</b> The Art program will be expanded by moving the classroom into Room #22. New furniture will be purchased, which will support students in their art education.</p>	<p><b>ACTUAL</b> The Art program was expanded by moving the classroom into Room #22. New furniture was purchased, which will support students in their art education.</p>
Expenditures	<p><b>BUDGETED</b> Art/Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,400 Benefits (Art/Music) 3000-3999: Employee Benefits Supplemental and Concentration \$28,150 Art/Music Equipment &amp; Instructional Materials/Furniture 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p><b>ESTIMATED ACTUAL</b> Art/Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,944 Benefits (Art/Music) 3000-3999: Employee Benefits Supplemental and Concentration \$22,361 Art/Music Equipment &amp; Instructional Materials/Furniture 4000-4999: Books And Supplies Supplemental and Concentration \$6,361 Art/Music Furniture 4000-4999: Books And Supplies Supplemental and Concentration \$7,028</p>

Action **11**

Actions/Services	<p><b>PLANNED</b> Academic Dean to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.</p>	<p><b>ACTUAL</b> Academic Dean oversaw the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.</p>
Expenditures	<p><b>BUDGETED</b> Academic Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000 Benefits (Academic Dean) 3000-3999: Employee Benefits Supplemental and Concentration \$18,500</p>	<p><b>ESTIMATED ACTUAL</b> Academic Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,667 Benefits (Academic Dean) 3000-3999: Employee Benefits Supplemental and Concentration \$13,585</p>

Action **12**

Actions/Services	<b>PLANNED</b> KinderCorner, part of Success For All, will be added in the Learning Lab.	<b>ACTUAL</b> KinderCorner, part of Success For All, was added in the Learning Lab.
Expenditures	<b>BUDGETED</b> KinderCorner in LL (Technology and Supplies) 4000-4999: Books And Supplies Supplemental and Concentration \$8,000	<b>ESTIMATED ACTUAL</b> KinderCorner in LL (Technology and Supplies) 4000-4999: Books And Supplies Supplemental and Concentration \$2,954

Action **13**

Actions/Services	<b>PLANNED</b> Replace bank of computers in Learning Lab	<b>ACTUAL</b> Replaced bank of computers in Learning Lab
Expenditures	<b>BUDGETED</b> Learning Lab Computers (replacement) 4000-4999: Books And Supplies Supplemental and Concentration \$12,000	<b>ESTIMATED ACTUAL</b> Learning Lab Computers (replacement) 4000-4999: Books And Supplies Supplemental and Concentration \$11,688

Action **14**

Actions/Services	<b>PLANNED</b> Library relocating to another location within the Learning Common. Additional Mimeo needed for IA and small group instruction.	<b>ACTUAL</b> Library relocated to another location within the Learning Common. Additional Mimeo purchased for IA and small group instruction.
Expenditures	<b>BUDGETED</b> Mimeo-Learning Common 4000-4999: Books And Supplies Supplemental and Concentration \$2,000	<b>ESTIMATED ACTUAL</b> Mimeo-Learning Common 4000-4999: Books And Supplies Supplemental and Concentration \$463

Action **15**

Actions/Services	<b>PLANNED</b> Increase number of books in circulation (in students hands).	<b>ACTUAL</b> Increased number of books in circulation (in students hands).
Expenditures	<b>BUDGETED</b> Library Books; Books/Other 4000-4999: Books And Supplies Base \$5,000	<b>ESTIMATED ACTUAL</b> Library Books; Books/Other 4000-4999: Books And Supplies Base \$5,743

Action **16**

Actions/Services	<p><b>PLANNED</b> Elementary &amp; Middle school libraries to be consolidated in SY16-17. Additional furniture and technology to be purchased.</p>	<p><b>ACTUAL</b> Elementary &amp; Middle school libraries were consolidated in SY16-17 and moved over to the Learning Common location. Additional furniture and technology purchased.</p>
Expenditures	<p><b>BUDGETED</b> Library Furniture 4000-4999: Books And Supplies Base \$5,000 Library Technology &amp; Software 4000-4999: Books And Supplies Base \$4,500</p>	<p><b>ESTIMATED ACTUAL</b> Library Furniture 4000-4999: Books And Supplies Base \$15,792 Library Technology &amp; Software 4000-4999: Books And Supplies Base \$4,887</p>

Action **17**

Actions/Services	<p><b>PLANNED</b> Grimmway will provide teachers with 10 days of professional development through the Success For All Foundation. In addition, 4 staff members will attend SFA conference.</p>	<p><b>ACTUAL</b> Grimmway provided teachers with 10 days of professional development through the Success For All Foundation. In addition, 4 staff members attended SFA conference.</p>
Expenditures	<p><b>BUDGETED</b> PD-Success for All (Contract) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000 Travel - Success for All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,800</p>	<p><b>ESTIMATED ACTUAL</b> PD-Success for All (Contract) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,2720 Travel - Success for All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,687</p>

Action **18**

Actions/Services	<p><b>PLANNED</b> Rosetta Stone licenses to be purchased enhance EL development.</p>	<p><b>ACTUAL</b> Rosetta Stone licenses were purchased enhance EL development.</p>
Expenditures	<p><b>BUDGETED</b> Rosetta Stone 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>	<p><b>ESTIMATED ACTUAL</b> Rosetta Stone 4000-4999: Books And Supplies Supplemental and Concentration \$6,777</p>

Action **19**

Actions/Services	<p><b>PLANNED</b> Aides in Kinder and 1st grade classrooms to assist with EL students.</p>	<p><b>ACTUAL</b> Aides in Kinder and 1st grade classrooms provided assistance to EL students.</p>
Expenditures	<p><b>BUDGETED</b> Classroom Aides (K-1) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$108,500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$46,400</p>	<p><b>ESTIMATED ACTUAL</b> Classroom Aides (K-1) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$113,653 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$54,713</p>

Action **20**

<p>Actions/Services</p>	<p><b>PLANNED</b> Grimmway will contract 5 Days of Professional Development through Point Loma Nazarene University PD around vocabulary instruction and writing to support language development.</p>	<p><b>ACTUAL</b> Professional Development through Point Loma was not attended.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> PD-Point Loma 5800: Professional/Consulting Services And Operating Expenditures Title III \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> PD-Point Loma 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

**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.

A majority of our planned actions have been implemented as described in the plan with a few exceptions:

- The teacher shortage statewide has impacted our ability to recruit fully credentialed teachers for all grade levels. We are continuing to look at ways to attract fully credentialed teachers and are working closely with local teacher education programs to create partnerships to address this issue
- Due to our upcoming partnership with CMAST, we delayed to Math conferences in order to be more aligned with the program strategies and goals.
- Funds allocated for Point Loma training were redirected to obtaining ELPAC training for our EL coordinator. With the recent adjustments to EL standards and testing, we felt this would be a better use of the funds.

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

The implementation of GLAD has contributed to the increase in EL student redesignation (31%), increase in the percent of students meeting AMAO #1 (58.1%) and AMAO #2 (26.2%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The implementation of After School tutoring did not occur. All Title III funds spent on classified salaries. The school was unable to secure qualified after school tutors so additional support staff was added to the Learning Lab to increase support for ELL students.

Actions 6 and 8: PD for Math Conference and Point Loma were not attended this school year. The math team elected to not attend the California Math Teachers conference in lieu of exploring an agreement with LMU CMAST program. Math teachers visited school sites and began the on-boarding process for the CMAST program. Point Loma University was unable to provide Professional Development that met the scheduling needs of the school. In lieu of this Professional Development additional GLAD training was provided.

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.

Based on analysis of the Evaluation Rubrics, we found that we needed to increase actions in the area of Math. In the 2017-18 Goal #1 section, we added the partnership with CMAST which will not only support math development, but also address the needs of our English Language Learners who had declining math scores on the 15-16 SBAC. In addition, we will be adding more components to the SFA program that will address the needs of all learners in the area of Math and ELA.

# Annual Update

LCAP Year Reviewed: 2016-17

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

Create collaborative partnerships with parents to improve student achievement

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

75% of parents, including parents of students with disabilities & ELLs, to complete 30+ hours of parent service (Priority #3)

Actively increase involvement of parents on school committees and other school site activities to 43% and sustain (Priority #3)

100% of students have access to standards-aligned instructional materials (Priority #1)

Chronic Absenteeism rate to be less than 7% (Priority #5)

Improve school attendance rate to be at 97% or above (Priority #5)

Middle School Drop Out rate to be less than .50%

Reduce the rate of discipline citations/ referrals by 15% by 2017 (Priority #6)

Suspension rate to be less than 2% (Priority #6)

Expulsion rate to be less than 1%(Priority #6)

High School dropout rate = N/A (Priority #6)

#### ACTUAL

- 76% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service (Priority #3)

52% of parents were involved on school committees and other school site activities (Priority #3)

100% of students have access to standards-aligned instructional materials (Priority #1)

Chronic Absenteeism rate of 3.5% (26 students)(Priority #5)

Average Daily Attendance 96.5%(Priority #5)

Middle School Drop Out rate is 0%

34% (74 to 49) reduction in rate of discipline citations (Priority #6)

Suspension rate 1.9% (15) (Priority #6)

Expulsion rate 0%(Priority #6)

High School dropout rate = N/A (Priority #6)



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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> Dean of Student Services to work with students and parents/guardians.</p> <p>Hire school Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services as required.</p>	<p><b>ACTUAL</b> Dean of Student Services worked with students and parents/guardians.</p> <p>School Counselor worked with at-risk students, students' transitions to high school, and coordinate other student social services as required.</p>
Expenditures	<p><b>BUDGETED</b> Salaries: Dean of Student Services &amp; Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,000</p>	<p><b>ESTIMATED ACTUAL</b> Salaries: Dean of Student Services &amp; Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$125,100</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$35,532</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> Professional Development for teachers and paraprofessionals on classroom management techniques.</p>	<p><b>ACTUAL</b> Professional Development was provided to teachers and paraprofessionals on classroom management techniques.</p>
Expenditures	<p><b>BUDGETED</b> PD In-House by Principal 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> PD In-House by Principal 1000-1999: Certificated Personnel Salaries Base \$5,000</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> Use multi-media to communicate information &amp; opportunities for parents. (Group texts, phone dialer, letters home, etc)</p> <p>Increase access and use of phone dialer system by expanding this system to include teachers.</p> <p>Implement SchoolRunner, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.</p>	<p><b>ACTUAL</b> Used multi-media to communicate information &amp; opportunities for parents. (Group texts, phone dialer, letters home, etc)</p> <p>Increased access and use of phone dialer system by expanding this system to include teachers.</p> <p>Implemented SchoolRunner, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.</p>

<p>Expenditures</p>	<p><b>BUDGETED</b>                  Phone Dialer; Dues &amp; Fees 5000-5999: Services And Other Operating Expenditures Base \$2,000                  Supplies; Parent Communications 4000-4999: Books And Supplies Supplemental and Concentration \$2,000                  School Runner 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Phone Dialer; Dues &amp; Fees 5000-5999: Services And Other Operating Expenditures Base \$1,548                  Supplies; Parent Communications 4000-4999: Books And Supplies Supplemental and Concentration \$4,500                  School Runner 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,334</p>
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Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Parent classes on school curriculum, positive behavior, and use of technology.                  Provide additional parent classes around math and literacy in order to empower parents to support students academically.</p>	<p><b>ACTUAL</b>                  Parent classes were held on school curriculum, positive behavior, and use of technology.                  Provided additional parent classes around math and literacy in order to empower parents to support students academically.</p>
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<p>Expenditures</p>	<p><b>BUDGETED</b>                  Classes; Other Supplies 4000-4999: Books And Supplies Title I \$500                  Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Classes; Other Supplies 4000-4999: Books And Supplies Title I \$500                  Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$557</p>
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Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Always provide a translator(s) for SPGA, Governance, SSC and other school site activities.                  Add Spanish only meetings, i.g.; ELAC/DELAC.                  Purchase translation device to be used in Parent meetings</p>	<p><b>ACTUAL</b>                  Always provided a translator(s) for SPGA, Governance, SSC and other school site activities.                  Added Spanish only meetings, i.g.; ELAC/DELAC.                  Translation devices were not implemented for the 16-17 school year.</p>
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<p>Expenditures</p>	<p><b>BUDGETED</b>                  Translation Device 4000-4999: Books And Supplies Supplemental and Concentration \$3,000                  Translation Services (Handbook, SPSA, etc) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Translation Device 4000-4999: Books And Supplies Supplemental and Concentration 0                  Translation Services (Handbook, SPSA, etc) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,147</p>
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Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> Teacher training around structuring home visits.  Mileage for home visits.</p>	<p><b>ACTUAL</b> Teacher training around structuring home visits.  Mileage for home visits.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Base 0  Mileage; Travel &amp; Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p>	<p><b>ESTIMATED ACTUAL</b> PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Base 0  Mileage; Travel &amp; Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,262</p>

Action **7**

<p>Actions/Services</p>	<p><b>PLANNED</b> Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together."  Purchases to stock "Student Store" to encourage and reward positive behavior.</p>	<p><b>ACTUAL</b> Provided Positive Behavior Intervention for targeted students. Implemented "Getting Along Together" in grades K-6.  Purchased items to stock "Student Store" to encourage and reward positive behavior.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Student Store and Student Recognition Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> Student Store and Student Recognition Materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,156</p>

Action **8**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night</p>	<p><b>ACTUAL</b> Continued to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Parent Appreciation Night 4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p>	<p><b>ESTIMATED ACTUAL</b> Parent Appreciation Night 4000-4999: Books And Supplies Supplemental and Concentration \$6,150</p>

Action **9**

<p>Actions/Services</p>	<p><b>PLANNED</b> In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.</p>	<p><b>ACTUAL</b> In-School field trips were scheduled quarterly to reward/encourage positive behavior and academic achievement.</p>
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Expenditures	<p><b>BUDGETED</b> In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,400</p>	<p><b>ESTIMATED ACTUAL</b> In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,700</p>
Action	10	
Actions/Services	<p><b>PLANNED</b> Provide an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.</p>	<p><b>ACTUAL</b> Providing an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.</p>
Expenditures	<p><b>BUDGETED</b> WEB Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p>	<p><b>ESTIMATED ACTUAL</b> WEB Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,177</p>

**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.	<p>Actions and services for this goal were generally implemented as described in the plan. The addition of a School Counselor to support behavior support has impacted overall referral rates, decreasing discipline citations by 34%, as compared to last school year. The addition of "Getting Along Together" curriculum, classroom management PD, and student store items have helped foster a positive school culture. The increase in multi-media communication has increased parent awareness in school events, and thus, has increased participation in school events.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Actions 1 and 2 were deemed effective by the decrease in student discipline citations including office referrals, suspension rate, and expulsion rate. Actions 3 and 4 were deemed effective through parent participation at educational family nights and 76 percent of families that met the 30+ service hours this school year. Action 5 was deemed generally effective by the increase participation of our Spanish only parents in school wide events as determined by . Action 6 was deemed effective through observation, % of families that received a home visit, and the student interest survey completed during the visit.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Action 5: Translation devices were not implemented for 16-17 school year. The functionality of these devices was determined to be insufficient for the school's needs.</p>
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.	<p>During the 2017-18 School Year, we will continue to increase parent engagement in school activities. Additional academic nights such as a Science night will be added to support parents understanding of science onstruction on campus. In addition, we have budgeted for Academic Parent Teacher Team meetings which were held this year but was not in the original 16-17 LCAP.</p>

# Annual Update

LCAP Year Reviewed: 2016-17

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

Provide an environment that encourages healthy lifestyles

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

More than 50% of students to meet state targets in physical fitness (Priority #8)  
  
 Students in K-5 to participate in 12 Edible Schoolyard lessons per year (Priority #8)

#### ACTUAL

54.4% of 5th grade students and 50% of 7th grade students met state targets in physical fitness (Aerobic Capacity) (Priority #8)  
  
 Students in K-5 to participated in 12 Edible Schoolyard lessons per year (Priority #8)

### 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

<p>Actions/Services</p>	<p><b>PLANNED</b>                  PE teachers provide additional opportunities for physical education and activities. PE &amp; playground materials.                   An Elementary school PE teacher and a Middle School PE assistant.</p>	<p><b>ACTUAL</b>                  PE teachers provided additional opportunities for physical education and activities. PE &amp; playground materials.                   An Elementary school PE teacher and an Elementary School PE assistant were added.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$105,000                  Benefits 3000-3999: Employee Benefits Base \$28,800</p>	<p><b>ESTIMATED ACTUAL</b>                  Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$100,004                  Benefits - PE Teachers 3000-3999: Employee Benefits Base \$32,389</p>

PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$2,000

PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$1,602

Salaries: PE Aide 2000-2999: Classified Personnel Salaries Base \$6,284  
Benefits - PE Aide 3000-3999: Employee Benefits Base \$573

Action **2**

Actions/Services

**PLANNED**  
Offer cooking classes to students and parents to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.  
  
Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.

**ACTUAL**  
Offered cooking classes to students and parents to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provided translation services during these classes.  
  
Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.

Expenditures

**BUDGETED**  
Salaries; Kitchen & Garden Staff (See Action #3) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0  
  
Supplies for Cooking Classes 4000-4999: Books And Supplies Supplemental and Concentration \$1,000

**ESTIMATED ACTUAL**  
Salaries; Kitchen & Garden Staff (See Action #3) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0  
  
Supplies for Cooking Classes 4000-4999: Books And Supplies Supplemental and Concentration \$2,634

Action **3**

Actions/Services

**PLANNED**  
Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.  
  
Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.

**ACTUAL**  
Utilized the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program offered nutrition education during weekly min-lessons in the ESY.  
  
Grimmway held its second annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.

Expenditures

**BUDGETED**  
Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$210,000  
  
Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits Supplemental and Concentration \$19,670  
  
Other Materials; ESY 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

**ESTIMATED ACTUAL**  
Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$203,420  
  
Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits Supplemental and Concentration \$45,465  
  
Other Materials; ESY/Wellness Fair 4000-4999: Books And Supplies Supplemental and Concentration \$16,000

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue recipe contests to</p> <ul style="list-style-type: none"> <li>• adapt meals cooked at home to healthier versions</li> <li>• share healthy meal recipes with parents</li> </ul>	<p><b>ACTUAL</b> Continued recipe contests to</p> <ul style="list-style-type: none"> <li>• adapt meals cooked at home to healthier versions</li> <li>• share healthy meal recipes with parents</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> Other Materials 4000-4999: Books And Supplies Base \$500</p>	<p><b>ESTIMATED ACTUAL</b> Other Materials 4000-4999: Books And Supplies Base \$500</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Create opportunities for parents and students to participate in physical activities.</p>	<p><b>ACTUAL</b> Created opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at the Wind-wolves Nature Preserve.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Other Materials 4000-4999: Books And Supplies Base \$3,000</p>	<p><b>ESTIMATED ACTUAL</b> Other Materials 4000-4999: Books And Supplies Base \$5,000</p>

Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> Grimmway Academy Administration will attend an intensive ESY training in order to deepen their knowledge of Edible Education model and create highly collaborative partnerships.</p>	<p><b>ACTUAL</b> Grimmway Academy Administration attended the intensive ESY training in order to deepen their knowledge of Edible Education model and create highly collaborative partnerships.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Training: ESY Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	<p><b>ESTIMATED ACTUAL</b> Training: ESY Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$815</p>



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.

Actions for this goal were successfully implemented to improve the health and wellness focus school wide. The addition of a PE assistant has allowed us to increase PE classes for elementary students. The cooking classes were well attended and State Physical Fitness Metrics were met by 5th and 7th grade students.

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

All actions in this goal area were deemed effective. Action 1 was deemed effective by the percent 5th and 7th grade that met the state physical fitness targets. Actions 2-4 were deemed effective through observation, the ESY schedule, and ESY parent nights sign in sheets. Action 5 was deemed effective by the participation of students and families at events, such as the super hero run, Wind Wolves and Wellness fair.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: Staff and Kitchen benefits increased due to employees enrolling in medical benefits

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.

In the 2017-18 LCAP, we plan to increase our offering for on campus Farmers Markets to 2 per year. In addition, we are planning to increase the number of cooking classes for families in order to provide more opportunities for families to participate. We will continue to provide a PE aide in the Elementary school so that we can maximize physical fitness time each week.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  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?

Grimmway Academy Arvin is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Grimmway Academy Arvin used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, school data as well as proposed actions and services.

The following groups were actively involved in the LCAP development process described below.

**School Governance:** School staff working together to improve student achievement. During specific Governance meetings, the goals and actions of the LCAP were discussed. Input and feedback were also received from staff.  
01-03-2017, 1-13-2017, 4-7-2017

**School Site Council:** Committee members include teachers, parents, other school staff. This group provides input and feedback regarding the LCAP during the following meetings:  
02-21-2017, 6-8-2017, 6-14-2017

**LCAP Committee:** Comprised of students, parents, community members, school staff. This group also provides input and feedback regarding the LCAP during the following meetings:  
04-25-2017 and 5-18-2017

**English Language Acquisition C (ELAC):** Comprised of English Language Learner parents, school administrator, Provided input and feedback on the LCAP, focusing on English Language Learners.  
02-7-2017, 4-19-2017, 5-31-17

**Star Parents of Grimmway Academy (SPGA):** Comprised of parents of Grimmway Academy students. This group also provides input and feedback regarding the LCAP during the following meetings:  
2-15-2017 and 5-11-2017

**Board of Directors Meetings:** 3-27-17 - Discussed LCAP results to date and provided a survey to board of directors for input.  
5-22-2017 - Gather additional input from board and review LCAP for 17-18 school year.  
6-12-2017 - Public Hearing of LCAP for 16-17 SY  
6-26-2017 - Board of Directors approve LCAP

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Parents, teachers, support staff, and students shared valuable feedback during school's Governance Meetings, School Site Council, ELAC, LCAP Committee Meetings, and Board Meetings. Parents, teachers, and students agreed that the school should do more to support the school's focus on Health and Wellness. Several stakeholders commented that this year's Health and Wellness Fair was a great experience and added to our families' commitment to the program. As a result, the Wellness Fair was added to the plans for next year. Overwhelmingly, stakeholders shared positive feedback about the ESY programs. The school will take steps to further integrate this program into the general education classroom by providing more training for Administration and staff.

Results from 2016-2017 indicate that a continued emphasis on English Language Development and Math are needed. Reclassification of EL students and improving reading levels will be a priority in 2016-2017. Additionally, GA will continue to focus on implementing Math and ELA CCSS in all grades. Additionally, GA will provide PD for teachers on implementation of ELD standards and English Language Development instruction. Parent participation has been a strength at GA, however we would like to increase communication with families through the use of technology. Finally, to ensure that our middle school students make a positive and highly successful transition to high school, a counselor will be added to the school program.

# 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.

New
  Modified
  Unchanged

### Goal 1

Provide a dynamic learning experience that inspires students, teachers and parents to reach for higher academic achievement.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

Academic Achievement: Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA, our English Language Learners have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language who have been designated for three or more years are meeting their annual growth goals on the CELDT assessment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)	82 % of teachers are appropriately assigned and fully credentialed in subject areas	100 % of teachers are appropriately assigned and fully credentialed in subject areas	Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas	Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas
Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a.)	100% of Math & English teachers received professional development in CCSS.	Maintain 100% of Math & English teachers received professional development in CCSS.  The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey.	Maintain 100% of Math & English teachers received professional development in CCSS	Maintain 100% of Math & English teachers received professional development in CCSS
Programs and services enable ELs to access core and ELD standards (Priority 2b.)	100% of ELL students have access to high quality ELD Instruction and support materials.	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials

School facilities maintained in good repair (Priority 1c)	All facilities have an overall rating of "exemplary" as indicated on the FIT report	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report.	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report
Students have access to standards-aligned instructional materials (Priority 1b)	100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials
State Assessments (Priority 4a)	45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments.	Maintain 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	Maintain 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments
State Assessments (Priority 4a)	18% of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments	20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments
State Assessments (Priority 4a)	33% of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments	40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments
State Assessments (Priority 4a)	13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments
NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority 4a)	44% of students at or above 50th percentile in NWEA Reading.  35% of students at or above 50th percentile in NWEA Math.	60% of students at or above 50th percentile in STAR (Priority #4)  60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)	Maintain 60% of students at or above 50th percentile in STAR (Priority #4)  Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)	Maintain 60% of students at or above 50th percentile in STAR (Priority #4)  Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)
EL progress towards English Proficiency (Priority #4e.)	61.1% of ELL students met AMAO target #1 (Priority #4)	59% of ELL students meeting AMAO target #1 (Priority #4)	Maintain 59% of ELL students meeting AMAO target #1 (Priority #4)	60% of ELL students meeting AMAO target #1 (Priority #4)

EL progress towards English Proficiency (Priority #4e.)	26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)	58% of ELL students, less than 5 years, meeting AMAO target #2 (Priority #4)	Maintain 58% of ELL students, less than 5 years, meeting AMAO target #2 (Priority #4)	60% of ELL students, less than 5 years, meeting AMAO target #2 (Priority #4)
EL progress towards English Proficiency (Priority #4e.)	47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)	49% of ELL students, more than 5 years, meeting AMAO target #2 (Priority #4)	Maintain 49% of ELL students, more than 5 years, meeting AMAO target #2 (Priority #4)	Maintain 49% of ELL students, more than 5 years, meeting AMAO target #2 (Priority #4)
EL reclassification rate (Priority 4f.)	ELL reclassification rate at 31% (Priority #4)	<p>Reclassify 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>	<p>Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>	<p>Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>

**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:**

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction

**2018-19**

New     Modified     Unchanged

Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction

**2019-20**

New     Modified     Unchanged

Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$75,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention and Enrichment (LL)
Amount	\$134,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)
Amount	\$40,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)
Amount	\$50,000

**2018-19**

Amount	\$81,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention and Enrichment (LL)
Amount	\$138,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries (LL-IAs-3)
Amount	\$45,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)
Amount	\$53,000

**2019-20**

Amount	\$83,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention and Enrichment (LL)
Amount	\$140,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)
Amount	\$50,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)
Amount	\$56,000



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)	Budget Reference	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)	Budget Reference	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)
Amount	\$67,000	Amount	\$69,000	Amount	\$71,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries Benefits (LL Aides)	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LL Aides	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LL Aides
Amount	\$25,500	Amount	\$27,000	Amount	\$30,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	3000-3999: Employee Benefits Benefits (LL Aides)	Budget Reference	3000-3999: Employee Benefits Benefits -LL Aides	Budget Reference	3000-3999: Employee Benefits Benefits -LL Aides
Amount	\$67,500	Amount	\$70,000	Amount	\$74,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)
Amount	\$87,000	Amount	\$88,000	Amount	\$89,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LC-Instructional Assts-2)	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LC-Instructional Assts-2)	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LC-Instructional Assts-2)
Amount	\$36,750	Amount	\$38,000	Amount	\$40,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (LC-Instructional Assts & PBL)	Budget Reference	3000-3999: Employee Benefits Benefits-LC IAs & PBL	Budget Reference	3000-3999: Employee Benefits Benefits-LC IAs & PBL

Action **2**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

AP of Curriculum and Instruction to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.

**2018-19**

New  Modified  Unchanged

AP of Curriculum and Instruction to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.

**2019-20**

New  Modified  Unchanged

AP of Curriculum and Instruction to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$83,250
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Dean

**2018-19**

Amount	\$86,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Dean

**2019-20**

Amount	\$90,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Dean

Amount	\$19,200	Amount	\$20,000	Amount	\$21,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (Academic Dean)	Budget Reference	3000-3999: Employee Benefits Benefits (Academic Dean)	Budget Reference	3000-3999: Employee Benefits Benefits (Academic Dean)
Amount	\$4,000	Amount	\$4,500	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies GLAD Materials	Budget Reference	4000-4999: Books And Supplies GLAD Materials	Budget Reference	4000-4999: Books And Supplies GLAD Materials

Action **3**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Full time Librarian and Library Assistant positions.

**2018-19**

New  Modified  Unchanged

Full time Librarian and Library Assistant positions.

**2019-20**

New  Modified  Unchanged

Full time Librarian and Library Assistant positions.

Purchase books for Learning Common library area and continue to grow elementary library to create additional reading opportunities.

Increase number of books in circulation (in students hands)

Purchase books for Learning Common library area and continue to grow elementary library to create additional reading opportunities.

Increase number of books in circulation (in students hands)

Purchase books for Learning Common library area and continue to grow elementary library to create additional reading opportunities.

Increase number of books in circulation (in students hands)

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$63,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Librarian Certificated Salaries
Amount	\$22,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Library Assistant
Amount	\$19,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits-Library
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Books
Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Technology

**2018-19**

Amount	\$65,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Librarian
Amount	\$23,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Library Assistant
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	\$6,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Books
Amount	3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Technology

**2019-20**

Amount	\$67,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Librarian
Amount	\$24,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Library Assistant
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	\$7,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Books
Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Library Technology

Action **4**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.

**2018-19**

New  Modified  Unchanged

Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.

**2019-20**

New  Modified  Unchanged

Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$43,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies LL Software; Instruction Materials

**2018-19**

Amount	\$45,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies LL Software

**2019-20**

Amount	\$46,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies LL Software

Action **5**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Increase access to Common Core State Standards (CCSS) and Next Generation Science (NGSS) materials to facilitate access to core curriculum

**2018-19**

New  Modified  Unchanged

Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum

**2019-20**

New  Modified  Unchanged

Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Textbooks-Math
Amount	\$20,000

**2018-19**

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Textbooks-Math
Amount	\$10,000

**2019-20**

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Textbooks- Math
Amount	\$10,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Textbooks-ELA	Budget Reference	4000-4999: Books And Supplies Textbooks-ELA	Budget Reference	4000-4999: Books And Supplies Textbooks-ELA
Amount	\$60,000	Amount	\$62,000	Amount	\$64,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	Budget Reference	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	Budget Reference	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials
Amount	\$43,000	Amount	\$44,000	Amount	\$46,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Class Curriculum; Instruction Materials	Budget Reference	4000-4999: Books And Supplies Class Curriculum; Instruction Materials	Budget Reference	4000-4999: Books And Supplies Class Curriculum; Instruction Materials
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies K-6 Science Online Curriculum	Budget Reference	4000-4999: Books And Supplies K-6 Science Online Curriculum	Budget Reference	4000-4999: Books And Supplies K-6 Science Online Curriculum
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies K-6 History Online Curriculum	Budget Reference	4000-4999: Books And Supplies K-6 History Online Curriculum	Budget Reference	4000-4999: Books And Supplies K-6 History Online Curriculum

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development

**2018-19**

New  Modified  Unchanged

Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development

**2019-20**

New  Modified  Unchanged

Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development

BUDGETED EXPENDITURES

**2017-18**

Amount	\$15,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services
Amount	\$28,000

**2018-19**

Amount	\$15,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services
Amount	\$10,000

**2019-20**

Amount	\$15,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services
Amount	\$12,000



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel-Success For All	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel-Success For All	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel-Success For All
Amount	\$3,600	Amount	\$3,800.00	Amount	\$3,800
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math Conference
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Point Loma - ELD	Budget Reference	5000-5999: Services And Other Operating Expenditures PD Point Loma	Budget Reference	5000-5999: Services And Other Operating Expenditures PD Point Loma

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Actively promote college readiness and awareness by:

- Conducting a "College Fair"
- Providing parent education around college readiness

**2018-19**

New     Modified     Unchanged

Actively promote college readiness and awareness by:

- Conducting a "College Fair"
- Providing parent education around college readiness

**2019-20**

New     Modified     Unchanged

Actively promote college readiness and awareness by:

- Conducting a "College Fair"
- Providing parent education around college readiness

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$6,500

Source: Supplemental and Concentration

Budget Reference: 5000-5999: Services And Other Operating Expenditures Other Supplies

**2018-19**

Amount: \$6,700

Source: Supplemental and Concentration

Budget Reference: 4000-4999: Books And Supplies Other Supplies

**2019-20**

Amount: \$7,500

Source: Supplemental and Concentration

Budget Reference: 4000-4999: Books And Supplies Other Supplies

Action **8**

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

[Students to be Served](#)

All     Students with Disabilities   

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide   
  Schoolwide   
 OR   
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools   
 Specific Schools:   
 Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New   
 Modified   
 Unchanged

Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program.

**2018-19**

New   
 Modified   
 Unchanged

Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program.

**2019-20**

New   
 Modified   
 Unchanged

N/A - Implementation of PD completed.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$34,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program
Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program

**2018-19**

Amount	\$34,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program
Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **9**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Expand SFA program to include writing (Writing from the Heart) and Math (Power Math) materials.  
Purchase Basal Readers for K-6 ELA teachers to increase access to grade level reading materials.

**2018-19**

New  Modified  Unchanged

Expand SFA program to include writing (Writing from the Heart) and Math (Power Math) materials.  
Purchase Basal Readers for K-6 ELA teachers to increase access to grade level reading materials.

**2019-20**

New  Modified  Unchanged

Expand SFA program to include writing (Writing from the Heart) and Math (Power Math) materials.  
Purchase Basal Readers for K-6 ELA teachers to increase access to grade level reading materials.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$4,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Writing from the Heart Materials

**2018-19**

Amount	\$4,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Writing from the Heart Materials

**2019-20**

Amount	\$4,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Writing from the Heart Materials

Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Power Math Materials	Budget Reference	4000-4999: Books And Supplies SFA Power Math Materials	Budget Reference	4000-4999: Books And Supplies SFA Power Math Materials
Amount	\$6,820	Amount	\$2,000	Amount	\$2,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Basal Readers for K-6 ELA Teachers	Budget Reference	4000-4999: Books And Supplies Basal Readers for K-6 ELA Teachers	Budget Reference	4000-4999: Books And Supplies Basal Readers for K-6 ELA Teachers

Action **10**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide a Summer Academic program to support the needs of at-risk students

**2018-19**

New  Modified  Unchanged

Provide a Summer Academic program to support the needs of at-risk students

**2019-20**

New  Modified  Unchanged

Provide a Summer Academic program to support the needs of at-risk students

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount	\$12,000	Amount	\$14,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School/Kinder Camp	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School/Kinder Camp	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School/Kinder Camp
Amount	\$15,000	Amount	\$16,000	Amount	\$17,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Summer School/Kinder Camp	Budget Reference	2000-2999: Classified Personnel Salaries Summer School/Kinder Camp	Budget Reference	2000-2999: Classified Personnel Salaries Summer School/Kinder Camp
Amount	\$4,000	Amount	\$4,500	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits - Summer School/Kinder Camp	Budget Reference	3000-3999: Employee Benefits Benefits - Summer School/Kinder Camp	Budget Reference	3000-3999: Employee Benefits Benefits - Summer School/Kinder Camp

Action **11**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA

**2018-19**

New  Modified  Unchanged

Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA

**2019-20**

New  Modified  Unchanged

Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$12,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries - After School Tutoring

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits - After School Tutoring

**2018-19**

Amount \$13,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries - After School Tutoring

Amount \$4,000

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits - After School Tutoring

**2019-20**

Amount \$14,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries - After School Tutoring

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits - After School Tutoring

Action **12**

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

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Support students in their Art and Music education

**2018-19**

New     Modified     Unchanged

Support students in their Art and Music education

**2019-20**

New     Modified     Unchanged

Support students in their Art and Music education

**BUDGETED EXPENDITURES**

**2017-18**

Amount    \$106,500

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries  
Certificated Salaries - Art & Music

Amount    \$30,000

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Benefits - Art & Music

Amount    \$4,000

Source    Supplemental and Concentration

Budget Reference    4000-4999: Books And Supplies Art/Music Instructional Materials

**2018-19**

Amount    \$108,000

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries  
Certificated Salaries - Art & Music

Amount    \$31,000

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Benefits - Art & Music

Amount    \$4,000

Source    Supplemental and Concentration

Budget Reference    4000-4999: Books And Supplies Art/Music Instructional Materials

**2019-20**

Amount    \$110,000

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries  
Certificated Salaries - Art & Music

Amount    \$32,000

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Benefits - Art & Music

Amount    \$5,000

Source    Supplemental and Concentration

Budget Reference    4000-4999: Books And Supplies Art/Music Instructional Materials



# 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.

New
  Modified
  Unchanged

### Goal 2

Create collaborative partnerships with parents to improve student achievement

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

Grimmway Academy seeks to form deep partnerships with families in order to maintain a positive school climate and support student academic performance. Students whose parents attend school events outperform their peers on state assessments.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Efforts to promote parent participation (Priority #3b.)	• 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	Actively increase involvement of parents on school committees and other school site activities to 75% and sustain (Priority #3)	Maintain 75% active involvement of parents on school committees and other school site activities (Priority #3)	Maintain 75% active involvement of parents on school committees and other school site activities (Priority #3)
Efforts to promote parent participation (Priority #3b.)	Monthly parent communications used to communicate volunteer opportunities.	Maintain monthly parent communications used to communicate volunteer opportunities.	Maintain monthly parent communications used to communicate volunteer opportunities.	Maintain monthly parent communications used to communicate volunteer opportunities.
Efforts to seek parent input and decisions making (Priority #3a.)	Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.
Efforts to promote parent participation (Priority #3b.)	Provided translation services 100% of the time for parents/guardians	Maintain 100% translation services for parents/guardians	Maintain 100% translation services for parents/guardians	Maintain 100% translation services for parents/guardians

Percent of students who are chronically absent (Priority #6.)	Chronic Absenteeism Rate is 3.5%	Chronic Absenteeism rate to be less than 7% (Priority #5)	Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)	Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)
Other local measures: Percent of Average Daily Attendance (Priority #6c.)	Average Daily Attendance rate is 96.6%	Improve school attendance rate to be at 97% or above (Priority #5)	Maintain school attendance rate to be at 97% or above (Priority #5)	Maintain school attendance rate to be at 97% or above (Priority #5)
Middle school dropout rate (Priority #5c.)	Middle School Drop Out rate 0%	Middle School Drop Out rate to be less than .50%	Maintain Middle School Drop Out rate to be less than .50%	Maintain Middle School Drop Out rate to be less than .50%
Other local measures: Discipline citation rare (Priority #6c.)	Discipline citation rate 6%	Reduce the rate of discipline citations/ referrals by 15% by 2017 (Priority #6)	Maintain the rate of discipline citations/referrals by 15%	Maintain the rate of discipline citations/referrals by 15%
Suspension rate (Priority #6a.)	Suspension rate is 1.9%	Suspension rate to be less than 2% (Priority #6)	Maintain Suspension rate to be less than 2% (Priority #6)	Maintain Suspension rate to be less than 2% (Priority #6)
Expulsion rate (Priority #6b.)	Expulsion rate is 0%	Expulsion rate to be less than 1%(Priority #6) High School dropout rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School dropout rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School dropout rate = N/A (Priority #6)

**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:**

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Assistant Principal of Student Affairs to work with students and parents/guardians.

**2018-19**

New  Modified  Unchanged

Assistant Principal of Student Affairs to work with students and parents/guardians.

**2019-20**

New  Modified  Unchanged

Assistant Principal of Student Affairs to work with students and parents/guardians.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$65,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for AP of Student Affairs
Amount	\$18,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for AP of Student Affairs

**2018-19**

Amount	\$67,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for AP of Student Affairs
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for AP of Student Affairs

**2019-20**

Amount	\$69,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for AP of Student Affairs
Amount	\$21,500
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for AP of Student Affairs

Action **2**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue Professional Development for teachers and paraprofessionals on classroom management techniques.

**2018-19**

New  Modified  Unchanged

Continue Professional Development for teachers and paraprofessionals on classroom management techniques.

**2019-20**

New  Modified  Unchanged

Continue Professional Development for teachers and paraprofessionals on classroom management techniques.

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

Action **3**

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

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)

Increase access and use of phone dialer system by expanding this system to include teachers.

Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.

**2018-19**

New  Modified  Unchanged

Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)

Increase access and use of phone dialer system by expanding this system to include teachers.

Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.

**2019-20**

New  Modified  Unchanged

Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)

Increase access and use of phone dialer system by expanding this system to include teachers.

Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,800
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Dialer; Dues & Fees
Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplies-Parent Communication
Amount	\$9,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard

**2018-19**

Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Dialer; Dues & Fees
Amount	\$3,200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplies; Parent Communications
Amount	\$9,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard

**2019-20**

Amount	\$2,300
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Dialer; Dues & Fees
Amount	\$3,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplies; Parent Communications
Amount	\$9,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard

Action **4**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Parent classes on school curriculum, positive behavior, and use of technology.

Provide additional parent classes around math and literacy in order to empower parents to support students academically.

**2018-19**

New  Modified  Unchanged

Parent classes on school curriculum, positive behavior, and use of technology.

Provide additional parent classes around math and literacy in order to empower parents to support students academically.

**2019-20**

New  Modified  Unchanged

Parent classes on school curriculum, positive behavior, and use of technology.

Provide additional parent classes around math and literacy in order to empower parents to support students academically.

BUDGETED EXPENDITURES

**2017-18**

Amount \$1,000

Source Title I

**2018-19**

Amount \$1,200

Source Title I

**2019-20**

Amount \$1,500

Source Title I

Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies	Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies	Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies
Amount	\$1,200.00	Amount	\$1,300	Amount	\$1,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Classes-Other Supplies	Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies	Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies

Action **5**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide a translator(s) for SPGA, Governance, SSC and other school site activities.

Add Spanish only meetings, e.g.; ELAC/DELAC.

Purchase translation device to be used in Parent meetings

**2018-19**

New  Modified  Unchanged

Provide a translator(s) for SPGA, Governance, SSC and other school site activities.

Add Spanish only meetings, e.g.; ELAC/DELAC.

Purchase translation device to be used in Parent meetings

**2019-20**

New  Modified  Unchanged

Provide a translator(s) for SPGA, Governance, SSC and other school site activities.

Add Spanish only meetings, e.g.; ELAC/DELAC.

Purchase translation device to be used in Parent meetings

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$3,300	Amount	\$3,500	Amount	\$3,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Device	Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Device	Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Device

Action **6**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:



**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Teacher training around structuring home visits.  
Mileage for home visits.

**2018-19**

New  Modified  Unchanged

Teacher training around structuring home visits.  
Mileage for home visits.

**2019-20**

New  Modified  Unchanged

Teacher training around structuring home visits.  
Mileage for home visits.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House Academic Dean/ Principal
Amount	\$2,200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Mileage; Travel & Conf

**2018-19**

Amount	\$0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House Academic Dean/ Principal
Amount	\$2,300
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Mileage; Travel & Conf

**2019-20**

Amount	\$0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House Academic Dean/ Principal
Amount	\$2,400
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Mileage; Travel & Conf

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
------------------------------	--

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".

Purchases to stock "Student Store" to encourage and reward positive behavior.

**2018-19**

New     Modified     Unchanged

Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".

Purchases to stock "Student Store" to encourage and reward positive behavior.

**2019-20**

New     Modified     Unchanged

Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".

Purchases to stock "Student Store" to encourage and reward positive behavior.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$6,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student Store & Student Recognition Materials

**2018-19**

Amount	\$6,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student Store & Student Recognition Materials

**2019-20**

Amount	\$7,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student Store & Student Recognition Materials

Action **8**

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

[Students to be Served](#)

All     Students with Disabilities   

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.

**2018-19**

New  Modified  Unchanged

In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.

**2019-20**

New  Modified  Unchanged

In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,500
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips

**2018-19**

Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips

**2019-20**

Amount	\$4,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips

Action **9**

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

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
	<a href="#">Scope of Services</a>		
	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide                    OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services as required.

**2018-19**

New     Modified     Unchanged

School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services as required.

**2019-20**

New     Modified     Unchanged

School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services as required.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$65,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for School Counselor
Amount	\$18,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for School Counselor

**2018-19**

Amount	\$67,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for School Counselor
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for School Counselor

**2019-20**

Amount	\$69,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for School Counselor
Amount	\$22,000
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for School Counselor

Action **10**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.

**2018-19**

New  Modified  Unchanged

Provide an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.

**2019-20**

New  Modified  Unchanged

Provide an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$2,200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 8th Grade Bridge to High School Program

**2019-20**

Amount	\$2,400
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 8th Grade Bridge to High School Program

8th Grade Bridge to High School Program

Action **11**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Math, Literacy and Science nights to provide information to parents on how to support their child academically.

**2018-19**

New  Modified  Unchanged

Provide Math, Literacy and Science nights to provide information to parents on how to support their child academically.

**2019-20**

New  Modified  Unchanged

Provide Math, Literacy and Science nights to provide information to parents on how to support their child academically.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$1,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Math, Literacy and Science Nights

**2018-19**

Amount	\$1,200
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Math, Literacy and Science Nights

**2019-20**

Amount	\$1,400
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Math, Literacy and Science Nights

Action **12**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Academic Parent Teacher Team meetings 3X a year to increase parents awareness and connection of grade level curriculum and student expectations.

**2018-19**

New  Modified  Unchanged

Academic Parent Teacher Team meetings 3X a year to increase parents awareness and connection of grade level curriculum and student expectations.

**2019-20**

New  Modified  Unchanged

Academic Parent Teacher Team meetings 3X a year to increase parents awareness and connection of grade level curriculum and student expectations.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Academic Parent Teacher Team Meetings

**2018-19**

Amount	\$2,700
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Academic Parent Teacher Team Meetings

**2019-20**

Amount	\$2,700
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Academic Parent Teacher Team Meetings

Action **13**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Renew and develop Behavior Management System

**2018-19**

New  Modified  Unchanged

Renew Behavior Management System

**2019-20**

New  Modified  Unchanged

Renew Behavior Management System

BUDGETED EXPENDITURES

**2017-18**

Amount	\$16,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Behavior Mgmt System: Dues/Fees

**2018-19**

Amount	\$17,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Behavior Mgmt System: Dues/Fee

**2019-20**

Amount	\$18,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Behavior Mgmt System: Dues/Fee



Action **14**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night

**2018-19**

New  Modified  Unchanged

Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night

**2019-20**

New  Modified  Unchanged

Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night

BUDGETED EXPENDITURES

**2017-18**

Amount	\$7,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Appreciation Night

**2018-19**

Amount	\$7,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Appreciation Night

**2019-20**

Amount	\$7,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Appreciation Night

# 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.

New
  Modified
  Unchanged

### Goal 3

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Health and Wellness

Identified Need

Access to health care, healthy eating options, and opportunities for physical activity are very limited in the community. The rural location of the school makes it especially difficult for families to make healthy choices. For example, there is only one food store in our community, yet there are over 15 fast food restaurants. When students are well nourished and healthy, they are more focused, have fewer negative behaviors, and, as a result, have higher academic achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students meeting state targets in Physical Fitness (Priority #8 a.)	54.4% of 5th grade students met state targets in Physical Fitness  50% of 7th grade students met state targets in Physical Fitness	More than 55% of students to meet state targets in physical fitness	Maintain 55% of students to meet state targets in physical fitness	Maintain 55% of students to meet state targets in physical fitness
Percent of students who participate in the Edible School Yard program K-6 (Priority #8 a.)	100% of students in K-6 participate in 9 ESY lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year
Number of parents participating in Family Cooking classes (Priority #8 a.)	30 families participate in a family cooking class	50 families to participate in a family cooking class	Maintain 50 families participating in a family cooking class	Maintain 50 families participating in a family cooking class

**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

PE teachers provide additional opportunities for physical education and activities.

An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.

PE & playground materials.

**2018-19**

New  Modified  Unchanged

PE teachers provided additional opportunities for physical education and activities.

An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.

PE & playground materials.

**2019-20**

New  Modified  Unchanged

PE teachers provided additional opportunities for physical education and activities.

An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.

PE & playground materials.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$108,000

**2018-19**

Amount \$109,000

**2019-20**

Amount \$110,000

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers
Amount	\$25,000	Amount	\$26,000	Amount	\$27,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for PE Aide	Budget Reference	2000-2999: Classified Personnel Salaries Salaries for PE Aide	Budget Reference	2000-2999: Classified Personnel Salaries Salaries for PE Aide
Amount	\$40,000	Amount	\$43,000	Amount	\$47,000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits for PE teachers and aide	Budget Reference	3000-3999: Employee Benefits Benefits for PE teachers and aide	Budget Reference	3000-3999: Employee Benefits Benefits for PE teachers and aide
Amount	\$2,600	Amount	\$2,700	Amount	\$2,800
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies PE & Playground Equipment/Materials	Budget Reference	4000-4999: Books And Supplies PE & Playground Equipment/Materials	Budget Reference	4000-4999: Books And Supplies PE & Playground Equipment/Materials

Action **2**

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

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.

Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.

Offer family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.

**2018-19**

New  Modified  Unchanged

Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.

Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.

Offer family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.

**2019-20**

New  Modified  Unchanged

Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.

Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.

Offer family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; ESY Kitchen Staff
Amount	\$1,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies ESY Supplies
Amount	\$2,700
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Cooking Classes - Cooking Supplies

**2018-19**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; ESY Kitchen Staff
Amount	\$1,200
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies ESY Supplies
Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Cooking Classes - Cooking Supplies

**2019-20**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; ESY Kitchen Staff
Amount	\$1,400
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies ESY Supplies
Amount	\$3,200
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Cooking Classes - Cooking Supplies

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.

**2018-19**

New  Modified  Unchanged

Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.

**2019-20**

New  Modified  Unchanged

Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$216,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; Kitchen & Garden Staff
Amount	\$48,000

**2018-19**

Amount	\$222,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; Kitchen & Garden Staff
Amount	\$51,000

**2019-20**

Amount	\$237,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries; Kitchen & Garden Staff
Amount	\$55,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	Budget Reference	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	Budget Reference	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff
Amount	\$16,000	Amount	\$18,000	Amount	\$20,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Other Materials; ESY	Budget Reference	4000-4999: Books And Supplies Other Materials; ESY	Budget Reference	4000-4999: Books And Supplies Other Materials; ESY

Action **4**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

- Continue recipe contests to
- adapt meals cooked at home to healthier versions
  - share healthy meal recipes with parents

**2018-19**

New  Modified  Unchanged

- Continue recipe contests to
- adapt meals cooked at home to healthier versions
  - share healthy meal recipes with parents

**2019-20**

New  Modified  Unchanged

- Continue recipe contests to
- adapt meals cooked at home to healthier versions
  - share healthy meal recipes with parents

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$600	Amount	\$650	Amount	\$700
Source	Base	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Other Materials- Recipe Contests	Budget Reference	4000-4999: Books And Supplies Other Materials- Recipe Contests	Budget Reference	4000-4999: Books And Supplies Other Materials- Recipe Contests

Action **5**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.	Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.	Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.



**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Other Materials	Budget Reference	4000-4999: Books And Supplies Other Materials	Budget Reference	4000-4999: Books And Supplies Other Materials

Action **6**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.	Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.	Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.

Grimmway Academy will hold two Farmers Markets on campus for families and community members.

Grimmway Academy will hold two Farmers Markets on campus for families and community members.

Grimmway Academy will hold two Farmers Markets on campus for families and community members.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$8,000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies  
 Wellness Fair and Farmers Markets

**2018-19**

Amount \$8,000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies  
 Wellness Fair and Farmers Markets

**2019-20**

Amount \$8,000  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies  
 Wellness Fair and Farmers Markets

Action **7**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Grimmway Academy Administration will attend an intensive ESY training in order to deepen their knowledge

Grimmway Academy Administration will attend an intensive ESY training in order to deepen their knowledge

Grimmway Academy Administration will attend an intensive ESY training in order to deepen their knowledge

of Edible Education model and create highly collaborative partnerships.

of Edible Education model and create highly collaborative partnerships.

of Edible Education model and create highly collaborative partnerships.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training/PD - ESY Program

Amount \$4,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Travel for ESY Training/PD

**2018-19**

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training/PD - ESY Program

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Travel for ESY Training/PD

**2019-20**

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training/PD - ESY Program

Amount \$6,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Travel for ESY Training/PD

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds: \$1,656,558

Percentage to Increase or Improve Services: 30.05%

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](#)).

Grimmway Academy's unduplicated count is 87.5% and we operate a School Wide Program due to this high percentage. Grimmway Academy is providing increased academic and behavioral intervention services. These interventions are essential in order to keep students engaged and achieving at high levels. Music and Art are included in the Learning Lab Wheel as a means of furthering student's academic growth. We also offer Kinder Camp to our incoming Kinder students as a means of acclimating them to school and their rotating schedule. Teachers and staff are receiving key trainings in order to increase their effectiveness and ability to serve low income, EL, and foster youth. Continued professional development gives teachers the tools they need to support students academically and create a positive classroom environment, in which all students can thrive. Additionally, funds are allocated to providing parent/guardian education classes and parent outreach efforts to engage parents in the school community. We seek to create a web of support for students by engaging parents. Social-emotional and academic counseling services will be provided as an additional intervention service. Finally, access to technology and learning software positively impacts students' access to academic and social-emotional resources.

Grimmway Academy is providing increased academic and behavioral intervention services through intervention salaries, software and assessments. Teachers and staff are receiving key training in order to increase their effectiveness and ability to serve low income, ELL, and foster youth. Additionally, funds are allocated to provide parent education classes and parent outreach efforts to engage parents in the school community. Social-emotional and academic counseling services will be increased through the hiring of a school counselor. Finally, access to technology and learning software positively impacts students' access to academic and social-emotional resources.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- 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. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need



Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 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, or 47606.5, as applicable, 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?



## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,044,750.00	2,568,430.00	1,999,063.00	2,051,451.20	2,090,600.00	6,141,114.20
Base	230,200.00	245,136.00	294,000.00	301,700.00	275,100.00	870,800.00
Supplemental and Concentration	1,510,533.00	2,020,162.00	1,454,563.00	1,488,750.00	1,546,000.00	4,489,313.00
Title I	214,500.00	244,739.00	225,000.00	234,001.20	239,500.00	698,501.20
Title III	89,517.00	58,393.00	25,500.00	27,000.00	30,000.00	82,500.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,044,750.00	2,568,430.00	1,999,063.00	2,051,451.20	2,090,600.00	6,141,114.20
1000-1999: Certificated Personnel Salaries	626,900.00	980,267.00	643,250.00	665,000.00	686,000.00	1,994,250.00
2000-2999: Classified Personnel Salaries	721,180.00	722,864.00	618,000.00	640,000.00	669,000.00	1,927,000.00
3000-3999: Employee Benefits	276,070.00	279,863.00	311,450.00	331,500.00	354,500.00	997,450.00
4000-4999: Books And Supplies	309,400.00	272,943.00	269,463.00	278,951.20	275,200.00	823,614.20
5000-5999: Services And Other Operating Expenditures	39,500.00	31,136.00	60,800.00	65,200.00	66,100.00	192,100.00
5800: Professional/Consulting Services And Operating Expenditures	71,700.00	281,357.00	96,100.00	70,800.00	39,800.00	206,700.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	2,044,750.00	2,568,430.00	1,999,063.00	2,051,451.20	2,090,600.00	6,141,114.20
1000-1999: Certificated Personnel Salaries	Base	170,000.00	163,004.00	171,000.00	174,000.00	177,000.00	522,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	381,900.00	737,544.00	397,250.00	410,000.00	426,000.00	1,233,250.00
1000-1999: Certificated Personnel Salaries	Title I	75,000.00	79,719.00	75,000.00	81,000.00	83,000.00	239,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	6,284.00	25,000.00	26,000.00	27,000.00	78,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	514,063.00	493,667.00	459,000.00	476,000.00	502,000.00	1,437,000.00
2000-2999: Classified Personnel Salaries	Title I	129,000.00	164,520.00	134,000.00	138,000.00	140,000.00	412,000.00
2000-2999: Classified Personnel Salaries	Title III	78,117.00	58,393.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	28,800.00	32,962.00	40,000.00	43,000.00	47,000.00	130,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	243,870.00	246,901.00	245,950.00	261,500.00	277,500.00	784,950.00
3000-3999: Employee Benefits	Title III	3,400.00	0.00	25,500.00	27,000.00	30,000.00	82,500.00
4000-4999: Books And Supplies	Base	29,400.00	41,338.00	20,200.00	20,700.00	21,800.00	62,700.00
4000-4999: Books And Supplies	Supplemental and Concentration	276,500.00	231,105.00	248,263.00	258,250.00	251,900.00	758,413.00
4000-4999: Books And Supplies	Title I	500.00	500.00	1,000.00	1.20	1,500.00	2,501.20
4000-4999: Books And Supplies	Title III	3,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	2,000.00	1,548.00	3,800.00	4,000.00	2,300.00	10,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	37,500.00	29,588.00	57,000.00	61,200.00	63,800.00	182,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	34,000.00	34,000.00	0.00	68,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	56,700.00	281,357.00	47,100.00	21,800.00	24,800.00	93,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00	0.00	15,000.00	15,000.00	15,000.00	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,000.00	0.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,289,663.00	1,313,500.00	1,311,300.00	3,914,463.00
<b>Goal 2</b>	227,500.00	238,401.20	251,200.00	717,101.20
<b>Goal 3</b>	481,900.00	499,550.00	528,100.00	1,509,550.00

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