

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 Arvin

Contact Name and Title

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2017-20 Plan Summary

The Story

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

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 90 students per grade per year in grades Kindergarten through sixth, and 80 students per grade per year in grades seventh through eighth, with an end goal of educating approximately 780 students annually in grades K-8. Our student population is 34% English learner (EL), 85% Socioeconomically Disadvantaged and 10% Special Education. 93% 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.

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 promote to 9th grade.
- 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 2018-19 school year:

1) Our state and local assessment data shows that our Math Achievement scores fall 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 is our continued partnership with Loyola Marymount Universities Center for Math and Science Teaching (CMAST).

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), and additional core curriculum support for ELL students, including platforms that specifically address ELL learning needs such as ELLevation.

3) It is our belief that authentic parent engagement and education is the key to student success. We included action steps to support the expansion of our parent engagement opportunities.

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 an 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.

Greatest Progress

This year the percentage of RFEP students that met/exceeded was 42% in Math and 47% in ELA. In addition, we had 100% of our teaching staff hold required teaching credentials (compared to 88% in 2016-17).

Stakeholder input from parents, staff, and students resulted in providing kindergarten and sixth-grade students the Success for All (SFA) 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 helped facilitate the academic growth of our ELL students.

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 Orange for all students based on the 2017-18 CAASPP English results with 36% of students meeting or exceeding the standard. The CAASPP Mathematics results showed that two out of three groups scored in the Yellow category with English Language Learners in the Orange category scoring lower in the area of math as compared to the EO and RFEP students. Overall Math results were 31% meeting or exceeding the standard.

In addition, 5% of our English learners met/exceed standards on ELA SBAC and 5% met/exceed standards on Math SBAC. The 16-17 dashboard shows 72.6% of English Learners made progress toward English proficiency, a decline of 2% from the previous year. 17-18 dashboard is not yet available.

In order to address these findings, we are investing in a number of programs to increase math results school-wide, as well as English Language Learner achievement. Our continued partnership with Loyola Marymount's Center for Math and Science Teaching (CMAST) will provide intensive training for math Teacher Leaders. This program should increase math teacher effectiveness and develop our current staff to improve student outcomes in math. In addition, we will be purchasing a more prescriptive curriculum for ELA teachers to support progress for all students, including ELL and SPED on ELA SBAC.

Success for All includes instructional materials to support ELL 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

The California Dashboard does not indicate any student group having two or more performance levels below "all student" performance. However, internal achievement gaps still exist and we are addressing those gaps with the steps outlined below.

State assessment results show the following internal gaps in ELA vs. the performance of all students at Grimmway (based on 2018 California Dashboard):

- English Learners: (-18.9 points)
- Hispanic: (-0.2 points)
- Socioeconomically Disadvantaged (-6.4 points)

- Students with Disabilities (-69.3 points)

Gaps in Math vs. the internal performance of all students at Grimmway (based on 2018 California Dashboard):

- English Learners: (-18 points)
- Hispanic: (no gap)
- Socioeconomically Disadvantaged (-7 points)
- Students with Disabilities (-83.6 points)

1) Partnership with the Loyola Marymount Center for Math and Science Teaching (CMAST) to train Math teachers on best pedagogical practices, including strategies to meet the needs of English Language Learners.

2) Increase instructional coaches on campus to support all teachers and ensure we are providing a rigorous learning experience for all students.

3) Summer School program to include Math intervention for the lowest 20% of students in each grade level.

4) Increased services to support EL's, socioeconomically disadvantaged and Hispanic students, including additional software to support growth in the Learning Lab.

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.

Increased or Improved services

During the 2018-19 school year, we plan to increase services to our highest need students by:

- *Add an intervention coordinator to track and monitor ELL and SST students
- * Increase small group intervention time for ELLs, economically disadvantaged and Hispanic students by adding a Math Lab period
- * Expand GLAD implementation in order to address the specific learning needs of our EL population
- * Adding three instructional coaches in order to improve instruction for all students, but with a special emphasis on the specific learning needs of ELLs, economically disadvantaged, and SPED student populations.
- * Expand our student service team with an additional Special Education teacher and behavior specialist in order to address the social and emotional needs of ELLs, economically disadvantaged, SPED, and students in foster care.

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

\$10,382,281

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$2,336,650.00

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 2018-19 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, rent), and capital outlay.

DESCRIPTION	AMOUNT
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Total Projected LCFF Revenues for LCAP Year	\$7,914,016
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Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)

17-18

100 % of teachers are appropriately assigned and fully credentialed in subject areas

Baseline

82 % of teachers are appropriately assigned and fully credentialed in subject areas

Metric/Indicator

Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a.)

Actual

100 % of teachers are appropriately assigned and fully credentialed in subject areas

100% of Math & English courses have fully implemented CCSS. All students have access to CCSS core curriculum.

Expected

17-18

Maintain 100% of Math & English courses will fully implement CCSS.

The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey.

Baseline

100% of Math & English courses will fully implemented CCSS.

Metric/Indicator

Programs and services enable ELs to access core and ELD standards (Priority 2b.)

17-18

Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials

Baseline

100% of ELL students have access to high quality ELD Instruction and support materials.

Metric/Indicator

School facilities maintained in good repair (Priority 1c)

17-18

Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report.

Baseline

All facilities have an overall rating of "exemplary" as indicated on the FIT report

Metric/Indicator

Students have access to standards-aligned instructional materials (Priority 1b)

17-18

Maintain 100% of students have access to standards-aligned instructional materials

Baseline

100% of students have access to standards-aligned instructional materials

Metric/Indicator

State Assessments (Priority 4a)

Actual

100% of ELL students have access to high quality ELD Instruction and support materials.

All facilities have an overall rating of "exemplary" as indicated on the FIT report

100% of students have access to standards-aligned instructional materials

36% of students meeting or exceeding Common Core Standards in ELA on Smarter Balanced Assessments

Expected

17-18

56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments.

Baseline

45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

Metric/Indicator

State Assessments (Priority 4a)

17-18

20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments

Baseline

18% of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments

Metric/Indicator

State Assessments (Priority 4a)

17-18

40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments

Baseline

33% of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments

Metric/Indicator

State Assessments (Priority 4a)

17-18

20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments

Baseline

13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

Metric/Indicator

NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority 4a)

Actual

5% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments

31% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments

5% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments

35% of students at or above 50th percentile in NWEA Reading.

33% of students at or above 50th percentile in NWEA Math.

Expected

17-18

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

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

Baseline

44% of students at or above 50th percentile in NWEA Reading.

35% of students at or above 50th percentile in NWEA Math.

Metric/Indicator

EL progress towards English Proficiency (Priority #4d)

17-18

59% of ELL students meeting English Proficiency (Priority #4)

Baseline

61.1% of ELL students met English Proficiency (Priority #4)

Metric/Indicator

EL progress towards English Proficiency (Priority #4e)

17-18

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

Baseline

26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)

Metric/Indicator

EL progress towards English Proficiency (Priority #4e.)

17-18

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

Baseline

47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)

Metric/Indicator

EL reclassification rate (Priority 4e.)

Actual

Transition to ELPAC

Transition to ELPAC

Transition to ELPAC

17-18 reclass rate: 16%

Expected

17-18

Reclassify 20% of ELL students (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)

Baseline

ELL reclassification rate at 31% (Priority #4)

Actual

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction	Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction	Intervention and Enrichment (LL) 1000-1999: Certificated Personnel Salaries Title I \$75,000	Intervention and Enrichment (LL) 1000-1999: Certificated Personnel Salaries Title I \$65,000
		Classified Support Salaries (LL-Instructional Assistants-3) 2000-2999: Classified Personnel Salaries Title I \$134,000	Classified Support Salaries (LL-Instructional Assistants-3) 2000-2999: Classified Personnel Salaries Title I \$134,000
		Classified Support Salaries (LL-Instructional Assistants-3) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000	Classified Support Salaries (LL-Instructional Assistants-3) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000
		Benefits (LL Coordinator & Inst Assts) 3000-3999: Employee Benefits Supplemental and Concentration \$50,000	Benefits (LL Coordinator & Inst Assts) 3000-3999: Employee Benefits Supplemental and Concentration \$50,000

		Classified Salaries Benefits (LL-Instructional Assistants-3) 3000-3999: Employee Benefits Supplemental and Concentration \$67,000	Classified Salaries Benefits (LL-Instructional Assistants-3) 3000-3999: Employee Benefits Supplemental and Concentration \$67,000
		Benefits (LL EL Aide) 2000-2999: Classified Personnel Salaries Title III \$25,500	Benefits (LL EL Aide) 2000-2999: Classified Personnel Salaries Title III \$25,500
		Intervention & Enrichment (PBL LC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$67,500	Intervention & Enrichment (PBL LC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$67,500
		Classified Salaries-LC-Instructional Assts-2) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$87,000	Classified Salaries-LC-Instructional Assts-2) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$78,500
		Benefits (LC-Instructional Assts & PBL) 3000-3999: Employee Benefits Supplemental and Concentration \$36,750	Benefits (LC-Instructional Assts & PBL) 3000-3999: Employee Benefits Supplemental and Concentration \$36,750

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	AP Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,250	AP Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$82,000
		Benefits (AP 3000-3999: Employee Benefits Supplemental and Concentration \$19,200	Benefits (AP) 3000-3999: Employee Benefits Supplemental and Concentration \$22,200
		GLAD Materials 4000-4999: Books And Supplies	GLAD Materials 4000-4999: Books And Supplies

Supplemental and Concentration
\$4,000

Supplemental and Concentration
0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full time Librarian and Library Assistant positions.	Full time Librarian and Library Assistant positions.	Librarian Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$63,000	Librarian Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$63,000
Purchase books for Learning Common library area and continue to grow elementary library to create additional reading opportunities.	Purchase books for Learning Common library area and continue to grow elementary library to create additional reading opportunities.	Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,000	Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,000
Increase number of books in circulation (in students hands)	Increase number of books in circulation (in students hands)	Benefits-Library 3000-3999: Employee Benefits Supplemental and Concentration \$19,000	Benefits-Library 3000-3999: Employee Benefits Supplemental and Concentration \$19,000
		Library Books 4000-4999: Books And Supplies Base \$5,000	Library Books 4000-4999: Books And Supplies Base \$5,000
		Library Technology 4000-4999: Books And Supplies Base \$3,000	Library Technology 4000-4999: Books And Supplies Base \$3,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	LL Software; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$43,000	LL Software; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$45,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to Common Core State Standards (CCSS) and Next Generation Science (NGSS)	Increase access to Common Core State Standards (CCSS) and Next Generation Science (NGSS)	Textbooks-Math 4000-4999: Books And Supplies Base \$2,000	Textbooks-Math 4000-4999: Books And Supplies Base \$7,000

materials to facilitate access to core curriculum	materials to facilitate access to core curriculum	Textbooks-ELA 4000-4999: Books And Supplies Supplemental and Concentration \$20,000	Textbooks-ELA 4000-4999: Books And Supplies Supplemental and Concentration \$17,000
		Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$60,000	Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$60,000
		Class Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$43,000	Class Curriculum; Instruction Materials 4000-4999: Books And Supplies Supplemental and Concentration \$43,000
		K-6 Science Online Curriculum 4000-4999: Books And Supplies Base \$5,000	K-6 Science Online Curriculum 4000-4999: Books And Supplies Base \$5,000
		K-6 History Online Curriculum 4000-4999: Books And Supplies Base \$2,000	K-6 History Online Curriculum 4000-4999: Books And Supplies Base \$2,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development	Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development	PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,000	PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,000
		PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$28,000	PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$28,000
		Travel-Success For All 5000-5999: Services And Other Operating Expenditures	Travel-Success For All 5000-5999: Services And Other Operating Expenditures

		Supplemental and Concentration \$8,000	Supplemental and Concentration \$8,000
		Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,600	Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0
		PD Point Loma - ELD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000	PD Point Loma - ELD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actively promote college readiness and awareness by: <ul style="list-style-type: none"> Conducting a "College Fair" Providing parent education around college readiness 	Actively promote college readiness and awareness by: <ul style="list-style-type: none"> Conducting a "College Fair" Providing parent education around college readiness . College trips for Students and Parents	Other Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500	Other Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program.	Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program.	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Base \$34,000	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Base \$22,000
		Travel - CMAST Program 5000-5999: Services And Other	Travel - CMAST Program 5000-5999: Services And Other

Operating Expenditures Base
\$2,000

Operating Expenditures Base
\$2,000

Action 9

Planned Actions/Services

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.

Actual Actions/Services

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

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

SFA Power Math Materials 4000-
4999: Books And Supplies
Supplemental and Concentration
\$4,000

Basal Readers for K-6 ELA
Teachers 4000-4999: Books And
Supplies Supplemental and
Concentration \$6,820

Estimated Actual Expenditures

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

SFA Power Math Materials 4000-
4999: Books And Supplies
Supplemental and Concentration
\$4,000

Basal Readers for K-6 ELA
Teachers 4000-4999: Books And
Supplies Supplemental and
Concentration \$6,820

Action 10

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Summer School/Kinder Camp
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$10,000

Summer School/Kinder Camp
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$15,000

Benefits - Summer School/Kinder
Camp 3000-3999: Employee
Benefits Supplemental and
Concentration \$4,000

Estimated Actual Expenditures

Summer School/Kinder Camp
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$5,000

Summer School/Kinder Camp
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$15,000

Benefits - Summer School/Kinder
Camp 3000-3999: Employee
Benefits Supplemental and
Concentration \$4,000

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	The implementation of after school tutoring did not occur.	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,000	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0
		Benefits - After School Tutoring 3000-3999: Employee Benefits Supplemental and Concentration \$3,000	Benefits - After School Tutoring 3000-3999: Employee Benefits Supplemental and Concentration 0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support students in their Art and Music education	Support students in their Art and Music education	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,500	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,500
		Benefits - Art & Music 3000-3999: Employee Benefits Supplemental and Concentration \$30,000	Benefits - Art & Music 3000-3999: Employee Benefits Supplemental and Concentration \$30,000
		Art/Music Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,000	Art/Music Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,000

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 all of our planned actions have been implemented as described in the plan with one exception. We were unable to find a qualified person to assist with tutoring, therefore we were unable to offer an after school tutoring program.

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

The continued implementation of SFA contributed to a 31% reclassification rate of students in the 2016-17 school year. Data from the 2017-18 SBAC show that RFEP students are out performing English only students in both Math and ELA. In Math RFEP is 42% met/exceed compared to 36% met/exceed for EO, and in ELA RFEP is 47% met/exceed compared to 45% for EO students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1, Action 5: Given the effectiveness of the Success for All (SFA) Literacy Program, the school decided to purchase the SFA Power Teaching Math training and materials were purchased in addition to previously budgeted Math materials (+\$5000). ELA materials ended up costing less than what was budgeted (-3000)

Goal 1, Action 6: Grimmway Academy partnered with Loyola Marymount Center for Math and Science Teaching to provide Math professional development for our teachers. As a result of that partnership, the school chose not to send its math teachers to a mathematics conference (-\$3600).

The previous principal allocated budgetary capacity for professional development through Point Loma Nazarene University, which the current principal decided to not purchase (\$-8000).

Goal 1, Action 10: A decision was made to have the Assistant Principal facilitate summer school. As a result, there was not a need for the entire budgeted amount (-5000).

Goal 1, Action 11: Implementation of an after school tutoring program did not occur. All Title III funds spent on classified salaries. The school was unable to find qualified after school tutors so additional support staff was added to the learning lab/ Student Learning Center classes to increase support for ELL students (-\$12000).

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 the analysis of the Evaluation rubrics, we found that we needed to add additional support in the areas of Math and ELA for all students, including ELL and SPED. In the 2018-19 goal #1 section, we added new ELA curriculum that is more structured for teachers/students and closer aligned to the rigor of the CCSS. In addition, we will continue year two of CMAST implementation to support our math teachers development. Finally, we will be adding two additional teacher coaches and partnering with the New Teacher Center to add additional coaching/mentor support for our teaching staff.

Annual Update

LCAP Year Reviewed: 2017-18

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator • Efforts to promote parent participation (Priority #3b, #3c.)</p> <p>17-18 Actively increase involvement of parents on school committees and other school site activities to 75% and sustain</p> <p>Baseline • 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>• 76% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3b.)</p> <p>17-18 Maintain monthly parent communications used to communicate volunteer opportunities.</p> <p>Baseline Monthly parent communications used to communicate volunteer opportunities.</p>	<p>Maintained monthly parent communications used to communicate volunteer opportunities.</p>

Expected

Metric/Indicator

Efforts to seek parent input and decisions making (Priority #3a.)

17-18

Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

Baseline

Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%

Metric/Indicator

Efforts to promote parent participation (Priority #3b, #3c.)

17-18

Maintain 100% translation services for parents/guardians

Baseline

Provided translation services 100% of the time for parents/guardians

Metric/Indicator

Percent of students who are chronically absent (Priority #5b.)

17-18

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

Baseline

Chronic Absenteeism Rate is 3.5%

Metric/Indicator

Other local measures: Percent of Average Daily Attendance (Priority #5a.)

17-18

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

Baseline

Average Daily Attendance rate is 96.6%

Metric/Indicator

Middle school drop out rate (Priority #5c.)

17-18

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

Baseline

Middle School Drop Out rate 0%

Metric/Indicator

Other local measures: Discipline citation rare (Priority #6c.)

Actual

90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

100% translation services for parents/guardians

Chronic Absenteeism Rate is 8%

Average Daily Attendance rate is 96.7%

Middle School Drop Out rate 0%

Discipline citation rate 4%

Expected	Actual
17-18 Reduce the rate of discipline citations/ referrals by 15% by 2017 (Priority #6) Baseline Discipline citation rate 6%	
Metric/Indicator Suspension rate (Priority #6a.) 17-18 Suspension rate to be less than 2% (Priority #6) Baseline Suspension rate is 1.9%	Suspension rate is 0%
Metric/Indicator Expulsion rate (Priority #6b.) 17-18 Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6) Baseline Expulsion rate is 0%	Expulsion rate is 0%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assistant Principal of Student Affairs to work with students and parents/guardians.	Assistant Principal of Student Affairs to work with students and parents/guardians.	Salary for AP of Student Affairs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000	Salary for AP of Student Affairs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000
		Benefits for AP of Student Affairs 3000-3999: Employee Benefits Supplemental and Concentration \$18,000	Benefits for AP of Student Affairs 3000-3999: Employee Benefits Supplemental and Concentration \$21,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Professional Development for teachers and paraprofessionals on classroom management techniques.	Continue Professional Development for teachers and paraprofessionals on classroom management techniques and restorative justice practices.	PD In-House by Principal 1000-1999: Certificated Personnel Salaries Base 0	PD In-House by Principal 1000-1999: Certificated Personnel Salaries Base 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)	Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)	Phone Dialer; Dues & Fees 5000-5999: Services And Other Operating Expenditures Base \$1,800	Phone Dialer; Dues & Fees 5000-5999: Services And Other Operating Expenditures Base \$2,400
Increase access and use of phone dialer system by expanding this system to include teachers.	Increase access and use of phone dialer system by expanding this system to include teachers.	Supplies-Parent Communication 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000	Supplies-Parent Communication 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000
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.	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.	Kickboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000	Kickboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent classes on school curriculum, positive behavior, and use of technology.	Parent classes on school curriculum, positive behavior, and use of technology.	Classes; Other Supplies 4000-4999: Books And Supplies Title I \$1,000	Classes; Other Supplies 4000-4999: Books And Supplies Title I \$1,000

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

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

Parent Classes-Other Supplies
4000-4999: Books And Supplies
Supplemental and Concentration
\$1,200.00

Parent Classes-Other Supplies
4000-4999: Books And Supplies
Supplemental and Concentration
\$1,200.00

Action 5

Planned Actions/Services

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

Actual Actions/Services

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

Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,300

Translation Device 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000

Estimated Actual Expenditures

Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,300

Translation Device 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000

Action 6

Planned Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

Actual Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

Budgeted Expenditures

PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Base \$0

Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,200

Estimated Actual Expenditures

PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Base \$0

Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,200

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

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

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

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

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

Action 8

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 9

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Salary for School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000

Benefits for School Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$18,000

Estimated Actual Expenditures

Salary for School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$53,000

Benefits for School Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$18,000

Action 10

Planned Actions/Services

Provide an 8th grade Bridge to High School Program, for both students and parents in order to

Actual Actions/Services

Provide an 8th grade Bridge to High School Program, for both students and parents in order to

Budgeted Expenditures

8th Grade Bridge to High School Program 5000-5999: Services And Other Operating

Estimated Actual Expenditures

8th Grade Bridge to High School Program 5000-5999: Services And Other Operating

ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.

ensure that GA students are enrolled in A-G courses at the local high school and families are supported in preparing students for college.

Expenditures Supplemental and Concentration \$2,000

Expenditures Supplemental and Concentration 0

Action 11

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 12

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 13

Planned Actions/Services

Renew and develop Behavior Management System

Actual Actions/Services

Renew and develop Behavior Management System

Budgeted Expenditures

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

Estimated Actual Expenditures

Behavior Mgmt System: Dues/Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

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

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

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 and services for this goal were generally implemented as described in the plan. The increase in multi-media communication has increased parent awareness in school events, and thus, has increased participation in school events. Continued implementation of our behavior monitoring system, behavior management PD, and school counselor helped decrease our office referral rate to 4%.

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

Action 3 was deemed to be effective by the increase in parents at our family literacy and STEM nights, and the number of families following us social media due to the increase in consistency of post. Action 5 was deemed effective given the number of Spanish only parents that joined us family activity and information nights. Action 6 was deemed effective given the percent of students that received a home visit.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Action 1: Grimmway Academy hired an Assistant Principal of Student Affairs that had less professional experience than the individual previously holding the position resulting in a difference between the salary and benefits that were budgeted for the position and the actual expenditure (- \$12,000).

Goal 2, Action 9: Grimmway Academy hired School Counselor that had less professional experience than the individual previously holding the position resulting in a difference between the salary that was budgeted for the position and the actual expenditure (- \$12,000).

Goal 2, Action 13: The behavior management system budgeted for was a redundant budgeted item. Budgeted capacity here was shifted to fund student behavioral incentives. (\$-16000).

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.

During the 2018-19 school year, we will continue to increase parent engagement activities. Additional academic family nights will be added to the school event calendar for next year. In addition, we will be partnering with Community Matters to our school wide implementation of restorative practices in all grades.

Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Health and Wellness

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of students meeting state targets in Physical Fitness (Priority #8 a.)

17-18

More than 55% of students to meet state targets in physical fitness

Baseline

54.4% of 5th grade students met state targets in Physical Fitness

50% of 7th grade students met state targets in Physical Fitness

Metric/Indicator

Percent of students who participate in the Edible School Yard program K-6 (Priority #8 a.)

17-18

Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year

Baseline

100% of students in K-6 participate in 9 ESY lessons per year

Actual

17.7% of 5th graders met 4 or more fitness standards

74.8% of 7th grade students met 4 or more fitness standards

100% of students in K-6 to participate in 20 Edible Schoolyard lessons per year

Expected

Metric/Indicator

Number of parents participating in Family Cooking classes (Priority #8 a.)

17-18

50 families to participate in a family cooking class

Baseline

30 families participate in a family cooking class

Actual

60 families participate in family cooking class

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PE teachers provide additional opportunities for physical education and activities.	PE teachers provide additional opportunities for physical education and activities.	Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$108,000	Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$108,000
An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.	An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.	Salaries for PE Aide 2000-2999: Classified Personnel Salaries Base \$25,000	Salaries for PE Aide 2000-2999: Classified Personnel Salaries Base \$25,000
PE & playground materials.	PE & playground materials.	Benefits for PE teachers and aide 3000-3999: Employee Benefits Base \$40,000	Benefits for PE teachers and aide 3000-3999: Employee Benefits Base \$43,000
		PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$2,600	PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.	Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.	Salaries; ESY Kitchen Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0	Salaries; ESY Kitchen Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

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.

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.

ESY Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000

Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,700

ESY Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000

Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,700

Action 3

Planned Actions/Services

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

Actual Actions/Services

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

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

Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits Supplemental and Concentration \$48,000

Other Materials; ESY 4000-4999: Books And Supplies Supplemental and Concentration \$16,000

Estimated Actual Expenditures

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

Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits Supplemental and Concentration \$48,000

Other Materials; ESY 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

Action 4

Planned Actions/Services

Continue recipe contests to

- adapt meals cooked at home to healthier versions

Actual Actions/Services

Continue recipe contests to

- adapt meals cooked at home to healthier versions

Budgeted Expenditures

Other Materials- Recipe Contests 4000-4999: Books And Supplies Base \$600

Estimated Actual Expenditures

Other Materials- Recipe Contests 4000-4999: Books And Supplies Base \$600

- share healthy meal recipes with parents

- share healthy meal recipes with parents

Action 5

Planned Actions/Services

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.

Actual Actions/Services

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

Other Materials 4000-4999:
Books And Supplies
Supplemental and Concentration
\$5,000

Estimated Actual Expenditures

Other Materials 4000-4999:
Books And Supplies
Supplemental and Concentration
\$5,000

Action 6

Planned Actions/Services

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.

Actual Actions/Services

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.

Budgeted Expenditures

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

Estimated Actual Expenditures

Wellness Fair and Farmers
Markets 4000-4999: Books And
Supplies Supplemental and
Concentration \$5,000

Action 7

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Education model and create highly collaborative partnerships.

Education model and create highly collaborative partnerships.

Supplemental and Concentration
\$5,000

Expenditures Supplemental and
Concentration 0

Travel for ESY Training/PD 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$4,000

Travel for ESY Training/PD 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
0

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.

Grimmway Academy successfully implemented actions in this goal to improve our focus on health and wellness school wide, with a special emphasis on the centrality of the role that our Edible Schoolyard plays in our overall emphasis on health, wellness, and nutrition. There was an increase in the number of families that participated in our family cooking classes and fun-run. In addition, we had an increase in vendors that participated in our school's Wellness Fair. Site leadership participated in professional learning opportunities to enhance their understanding of the connection between the ESY classes and the classroom curriculum.

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

Health and wellness is at the center of everything we do at Grimmway Academy. Action 1 allowed us to increase to increase the amount of physical activity time students have on a weekly basis. Action 2 allowed to bring students and families together to learn about nutrition, healthy meals, and the impact of a healthy lifestyle. Action 3 allowed us to create a hands-on learning experience tied to the core classes with an influence on healthy lifestyles.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 1: Benefits for newly hired PE teachers were higher than initially budgeted (+\$3000).

Goal 3, Action 3: There was an increase in the supplies for development and integration of the Edible Schoolyard curriculum into the classroom core curriculum (+\$9000).

Goal 3, Action 6: Costs for the annual Wellness Fair were lower than expected (-\$3000).

Goal 3, Action 7: A visit to the Edible Schoolyard in Berkeley, California for site leadership professional development was budgeted, however, a decision was made to attend professional development at a local Edible Schoolyard in Bakersfield (-\$9000).

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 2018-19 LCAP, we are planning to increase our family cooking classes so that more families have an opportunity to participate. In addition, we will be adding Middle School Garden and Kitchen electives every Friday to support our school wide initiative of health and wellness. 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: **2018-19**

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: (principal, administrators, teachers, and classified staff) 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 the staff.

1/19/18, 3/2/18

School Site Council: Committee members include teachers, parents, principal, assistant principal. This group provides input and feedback regarding the LCAP during the following meetings:

2/24/18, 6/21/18

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:

2/8/18, 3/8/ 18, 6/21/18

Board of Directors Meetings: 3-27-17 - Discussed LCAP results to date and provided a survey to the Board of Directors for input.
6/25/18 - Board of Directors approve LCAP

Grimmway Academy teachers do not participate in a teachers union therefore, bargaining units were not included.

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 2017-18 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 2018-2019. 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 we are meeting all the SEL needs of our students we will add a behavior specialist to our student service team to support teachers and students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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 will be appropriately assigned and fully credentialed in subject areas	100% of teachers will be appropriately assigned and fully credentialed in subject areas	100% of teachers will be appropriately assigned and fully credentialed in subject areas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	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.	100% of Math & English teachers will receive professional development in CCSS	100% of Math & English teachers will receive 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.	At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	At least 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	20% of ELL students meeting or exceeding the Common Core Standards in Math on	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Smarter Balanced Assessments	Smarter Balanced Assessments	on Smarter Balanced Assessments	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	At least 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	At least 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 #4b)	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 #4d.)	61.1% of ELL students met AMAO target #1 (Priority #4)	59% of ELL students meeting AMAO target #1 (Priority #4)	N/A	N/A
EL progress towards English Proficiency (Priority #4d.)	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)	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL progress towards English Proficiency (Priority #4d.)	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)	Transition to ELPAC. Current results show 48.94% of students scoring 4 or 5 on the 17-18 summative ELPAC.	55% of students will score a 4 or 5 on the 18-19 summative ELPAC
EL reclassification rate (Priority #4e)	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>
Access to programs/services by students with exceptional needs (7c)	100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP
Extent to which pupils have access to and are enrolled in programs/services for	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
unduplicated pupils.(Priority# 7b)				
Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)	100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.	100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.	100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.	100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.
Percent of Students passing the AP exam with a 3 or better (Priority #4f)	N/A	N/A	N/A	N/A
Percent of students who participate in and demonstrate college preparedness on EAP (Priority 4g)	N/A	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	All Schools
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Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	0	0
Source	Title I	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention and Enrichment (LL)	Not Applicable	Not Applicable
Amount	\$134,000	\$138,000	\$140,000
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)	2000-2999: Classified Personnel Salaries Classified Salaries (LL-IAs-3)	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)

Amount	\$40,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)	Not Applicable	Not Applicable
Amount	\$50,000	\$20,000	\$56,000
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)	3000-3999: Employee Benefits Benefits (3- Inst Assts)	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)
Amount	\$67,000	\$69,000	\$71,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries Benefits (LL Aides)	2000-2999: Classified Personnel Salaries Classified Salaries-LL Aides	2000-2999: Classified Personnel Salaries Classified Salaries-LL Aides
Amount	\$25,500	\$27,000	\$30,000
Source	Title III	Title III	Title III
Budget Reference	3000-3999: Employee Benefits Benefits (LL Aides)	3000-3999: Employee Benefits Benefits -LL Aides	3000-3999: Employee Benefits Benefits -LL Aides
Amount	\$67,500	\$88,000	\$74,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)	2000-2999: Classified Personnel Salaries 2 IA's (LC)	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)

Amount	\$87,000	\$15,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries-LC-Instructional Assts-2)	3000-3999: Employee Benefits LC-Instructional Assts-2	Not Applicable
Amount	\$36,750	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Benefits (LC-Instructional Assts & PBL)	Not Applicable	Not Applicable

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

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.

Intervention Coordinator 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.

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

Year	2017-18	2018-19	2019-20
Amount	\$83,250	\$86,000	\$90,000
Source	Supplemental and Concentration	Title I	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Dean	1000-1999: Certificated Personnel Salaries Intervention Coordinator Salary	1000-1999: Certificated Personnel Salaries Academic Dean
Amount	\$19,200	\$20,000	\$21,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (Academic Dean)	3000-3999: Employee Benefits Benefits (Intervention Coordinator)	3000-3999: Employee Benefits Benefits (Academic Dean)
Amount	\$4,000	\$4,500	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies GLAD Materials	4000-4999: Books And Supplies Intervention Materials	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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)

2018-19 Actions/Services

Full time Librarian and Library Assistant positions.

Continue to grow library to create additional reading opportunities.

Increase number of books in circulation (in students hands)

2019-20 Actions/Services

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,000	\$65,000	\$67,000
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Librarian Certificated Salaries	1000-1999: Certificated Personnel Salaries Librarian	1000-1999: Certificated Personnel Salaries Librarian

Amount	\$22,000	\$25,000	\$24,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Library Assistant	2000-2999: Classified Personnel Salaries Library Assistant	2000-2999: Classified Personnel Salaries Library Assistant
Amount	\$19,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits-Library	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	\$5,000	\$5,000	\$7,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Library Books	4000-4999: Books And Supplies Library Books	4000-4999: Books And Supplies Library Books
Amount	\$3,000	3,000	\$3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Library Technology	4000-4999: Books And Supplies Library Technology	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$75,000	\$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies LL Software; Instruction Materials	4000-4999: Books And Supplies LL Software	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:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Textbooks-Math	4000-4999: Books And Supplies Textbooks-Math	4000-4999: Books And Supplies Textbooks- Math
Amount	\$20,000	\$53,000	\$10,000
Source	Supplemental and Concentration	Base	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Textbooks-ELA	4000-4999: Books And Supplies Textbooks-ELA	4000-4999: Books And Supplies Textbooks-ELA
Amount	\$60,000	\$63,000	\$64,000
Source	Supplemental and Concentration	Base	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials

Amount	\$43,000	\$9,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Class Curriculum; Instruction Materials	4000-4999: Books And Supplies CKLA Language Studio, Amplify ELD	Not Applicable N/A
Amount	\$5,000	\$55,000	\$55,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies K-6 Science Online Curriculum	4000-4999: Books And Supplies K-8 Science Curriculum	4000-4999: Books And Supplies K-6 Science Curriculum
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies K-6 History Online Curriculum	4000-4999: Books And Supplies K-6 History Curriculum	4000-4999: Books And Supplies K-6 History Curriculum
Amount	0	\$1,200	0
Source	Not Applicable	Supplemental and Concentration	Not Applicable
Budget Reference	Not Applicable N/A	4000-4999: Books And Supplies Kinder Corner (SFA)	Not Applicable N/A

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students

2019-20 Actions/Services

Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Title I	Supplemental and Concentration	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services
Amount	\$28,000	\$14,400	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All
Amount	\$8,000	\$30,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel-Success For All	5000-5999: Services And Other Operating Expenditures Travel-Success For All	5000-5999: Services And Other Operating Expenditures Travel-Success For All

Amount	\$3,600	\$1,500.00	\$3,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	5800: Professional/Consulting Services And Operating Expenditures Math Conference
Amount	\$8,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Point Loma - ELD	Not Applicable N/A	Not Applicable N/A

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Actively promote college readiness and awareness by:

- Conducting a “College Fair”
- Providing parent education around college readiness, financial aid and planning in both English and Spanish.

2018-19 Actions/Services

Actively promote college readiness and awareness by:

- Conducting a “College Fair”
- Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college-going rates of EL and Low income students

2019-20 Actions/Services

Actively promote college readiness and awareness by:

- Conducting a “College Fair”
- Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college-going rates of EL and Low income students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Other Supplies	4000-4999: Books And Supplies Other Supplies	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:

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

All

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program for each classroom teacher. The MAST approach emphasizes the use of rigorous mathematical language, an effective strategy for English Learners.

2018-19 Actions/Services

Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program for each classroom teacher. The MAST approach emphasizes the use of rigorous mathematical language, an effective strategy for English Learners.

2019-20 Actions/Services

N/A - Implementation of PD completed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000	\$21,000	0
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program	Not Applicable N/A
Amount	\$2,000	\$2,000	0
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program	Not Applicable N/A

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.

2019-20 Actions/Services

Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,600	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Writing from the Heart Materials	4000-4999: Books And Supplies SFA consumables	4000-4999: Books And Supplies SFA consumables
Amount	\$4,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies SFA Power Math Materials	Not Applicable N/A	Not Applicable N/A
Amount	\$6,820	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Basal Readers for K-6 ELA Teachers	Not Applicable N/A	Not Applicable N/A

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy.

2018-19 Actions/Services

Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.

2019-20 Actions/Services

Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.

Budgeted Expenditures

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$13,000	\$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries - After School Tutoring	2000-2999: Classified Personnel Salaries Salaries - After School Tutoring	2000-2999: Classified Personnel Salaries Salaries - After School Tutoring

Amount	\$3,000	\$4,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits - After School Tutoring	3000-3999: Employee Benefits Benefits - After School Tutoring	3000-3999: Employee Benefits 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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Support students in their Art and Music education

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

Unchanged Action

2018-19 Actions/Services

Support students in their Art and Music education

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

Unchanged Action

2019-20 Actions/Services

Support students in their Art and Music education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,500	\$108,000	\$110,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music
Amount	\$30,000	\$31,000	\$32,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits - Art & Music	3000-3999: Employee Benefits Benefits - Art & Music	3000-3999: Employee Benefits Benefits - Art & Music
Amount	\$4,0000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Art/Music Instructional Materials	4000-4999: Books And Supplies Art/Music Instructional Materials	4000-4999: Books And Supplies Art/Music Instructional Materials

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$227,000	\$230,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable N/A	1000-1999: Certificated Personnel Salaries 3 instructional Coaches	1000-1999: Certificated Personnel Salaries 3 instructional Coaches
Amount	0	\$65,000	\$70,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable N/A	3000-3999: Employee Benefits Benefits- 3 instructional Coaches	3000-3999: Employee Benefits Benefits- 3 instructional Coaches

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Implement ELLevation platform for improving services to English Language Learner students.

2019-20 Actions/Services

Implement ELLevation platform for improving services to English Language Learner students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$12,500	\$12,500
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable N/A	4000-4999: Books And Supplies LMS for English Language Learners (EL Levate)	4000-4999: Books And Supplies LMS for English Language Learners

Action 15

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

New Action

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

New Action
Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Increase digital literacy with the addition of a K-6 Project Based Learning (PBL) teacher.

2019-20 Actions/Services

Increase digital literacy with the addition of a K-6 Project Based Learning (PBL) teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$58,000	\$60,000
Source	Not Applicable	Base	Base
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries PBL Teacher Salary	1000-1999: Certificated Personnel Salaries PBL Teacher Salary
Amount	0	\$16,000	\$17,000
Source	Not Applicable	Base	Base
Budget Reference	Not Applicable N/A	3000-3999: Employee Benefits PBL Teacher	3000-3999: Employee Benefits PBL Teacher

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Create collaborative partnerships with parents to improve student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

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 #3c.)	• 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	Actively increase involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)	Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)	Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)
Efforts to promote parent participation (Priority #3a.)	Monthly parent communications used to	Maintain monthly parent communications used to	Maintain monthly parent communications used to	Maintain monthly parent communications used to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	communicate volunteer opportunities.	communicate volunteer opportunities.	communicate volunteer opportunities.	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	Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions. This will increase parent participation by 10% from the 17-18 school year.	Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions. This will increase parent participation by 5% from the 18-19 school year.
Percent of students who are chronically absent (Priority #5b)	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 #5a)	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 drop out 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 drop out rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6)
High School dropout rate (Priority #5d)	N/A	N/A	N/A	N/A
High School graduation rate (Priority #5e)	N/A	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Vice Principal to work with students and
parents/guardians to enhance form and
frequency of communication in order to
identify the most effective strategies to
improve academic outcomes.

2019-20 Actions/Services

Vice Principal to work with students and
parents/guardians to enhance form and
frequency of communication in order to
identify the most effective strategies to
improve academic outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$76,000	\$78,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for AP of Student Affairs	1000-1999: Certificated Personnel Salaries Salary for VP	1000-1999: Certificated Personnel Salaries Salary for VP
Amount	\$18,000	\$22,000	\$23,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for AP of Student Affairs	3000-3999: Employee Benefits Benefits for VP	3000-3999: Employee Benefits Benefits for VP

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$8,500	\$8,500
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House by Principal	5800: Professional/Consulting Services And Operating Expenditures Partnering with Community Matters for training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment	5800: Professional/Consulting Services And Operating Expenditures Partnering with Community Matters for training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$1,800	N/A	N/A
Source	Base	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Dialer; Dues & Fees	Not Applicable N/A	Not Applicable N/A
Amount	\$3,000	\$3,200	\$3,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplies-Parent Communication	5000-5999: Services And Other Operating Expenditures Supplies; Parent Communications	5000-5999: Services And Other Operating Expenditures Supplies; Parent Communications
Amount	\$9,000	\$9,000	\$9,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard	5000-5999: Services And Other Operating Expenditures Kickboard	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,200	\$1,500
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Classes; Other Supplies	4000-4999: Books And Supplies Parent Education Classes; Other Supplies	4000-4999: Books And Supplies Classes; Other Supplies
Amount	\$1,200.00	\$1,300	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Classes-Other Supplies	4000-4999: Books And Supplies ELL Parent Classes; Other Supplies	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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

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

Maintain translation devices to be used in Parent meetings

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$3,300	\$3,500	\$3,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)
Amount	\$3,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Device	5000-5999: Services And Other Operating Expenditures Translation Device replacement	5000-5999: Services And Other Operating Expenditures Translation Device replacement

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

2018-19 Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

2019-20 Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House Academic Dean/ Principal	1000-1999: Certificated Personnel Salaries PD In-House AP / Principal	1000-1999: Certificated Personnel Salaries PD In-House Academic Dean/ Principal
Amount	\$2,200	\$2,300	\$2,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Mileage; Travel & Conf	5000-5999: Services And Other Operating Expenditures Mileage; Travel & Conf	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:

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student Store & Student Recognition Materials	4000-4999: Books And Supplies Student Store & Student Recognition Materials	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$3,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services to EL and Low Income Students

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$53,000	\$55,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for School Counselor	1000-1999: Certificated Personnel Salaries Salary for School Counselor	1000-1999: Certificated Personnel Salaries Salary for School Counselor
Amount	\$18,000	\$16,000	\$22,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for School Counselor	3000-3999: Employee Benefits Benefits for School Counselor	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:

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures 8th Grade Bridge to High School Program	Not Applicable N/A	Not Applicable N/A

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,200	\$1,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Math, Literacy and Science Nights	4000-4999: Books And Supplies Math, Literacy and Science Nights	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.

2019-20 Actions/Services

Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,700	\$2,700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Academic Parent Teacher Team Meetings	4000-4999: Books And Supplies Parent Conference Materials	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Renew and develop Behavior Management System

2018-19 Actions/Services

Moved to previous goal

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,000	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Behavior Mgmt System: Dues/Fees	Not Applicable N/A	Not Applicable N/A

Action 14

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,500	\$7,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Appreciation Night	4000-4999: Books And Supplies Parent Appreciation Night	4000-4999: Books And Supplies Parent Appreciation Night

Action 15

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Behavioral Specialist to work with at-risk students and coordinate other student social services as required.

2019-20 Actions/Services

Behavioral Specialist to work with at-risk students and coordinate other student social services as required.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$65,000	\$67,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	2000-2999: Classified Personnel Salaries Behavior Specialist Salary	2000-2999: Classified Personnel Salaries Behavior Specialist Salary
Amount	0	\$17,000	\$17,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable N/A	3000-3999: Employee Benefits Behavior Specialist	3000-3999: Employee Benefits Behavior Specialist

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 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 #8a)	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who participate in the Edible School Yard program K-6 (Priority #8a)	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 #8a)	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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action
Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

PE teachers will 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.

2019-20 Actions/Services

PE teachers will 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,000	\$109,000	\$110,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers
Amount	\$25,000	\$26,000	\$27,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for PE Aide	2000-2999: Classified Personnel Salaries Salaries for PE Aide	2000-2999: Classified Personnel Salaries Salaries for PE Aide
Amount	\$40,000	\$43,000	\$47,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits for PE teachers and aide	3000-3999: Employee Benefits Benefits for PE teachers and aide	3000-3999: Employee Benefits Benefits for PE teachers and aide

Amount	\$2,600	\$2,700	\$2,800
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies PE & Playground Equipment/Materials	4000-4999: Books And Supplies PE & Playground Equipment/Materials	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$0	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Salaries; ESY Kitchen Staff	Not Applicable N/A	Not Applicable N/A
Amount	\$1,000	\$1,200	\$1,400
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies ESY Supplies	4000-4999: Books And Supplies ESY Supplies	4000-4999: Books And Supplies ESY Supplies
Amount	\$2,700	\$3,000	\$3,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Cooking Classes - Cooking Supplies	4000-4999: Books And Supplies Family Cooking Classes - Cooking Supplies	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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action
Unchanged Action**2017-18 Actions/Services**

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$216,000	\$252,000	\$255,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff
Amount	\$48,000	\$40,000	\$45,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff
Amount	\$16,000	\$25,000	\$27,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Other Materials; ESY	4000-4999: Books And Supplies Other Materials; ESY	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue recipe contests to

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

2018-19 Actions/Services

Continue recipe contests to

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

2019-20 Actions/Services

Continue recipe contests to

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

Budgeted Expenditures

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Wellness Fair and Farmers Markets	4000-4999: Books And Supplies Wellness Fair and Farmers Markets	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Grimmway Academy Administration will attend an intensive ESY training in order to deepen their knowledge of Edible Education model and create highly collaborative partnerships.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training/PD - ESY Program	Not Applicable N/A	Not Applicable N/A

Amount	\$4,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel for ESY Training/PD	Not Applicable N/A	Not Applicable N/A

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Establish an extra-curricular athletics program.

2019-20 Actions/Services

Establish an extra-curricular athletics program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000	\$5,000
Source	Not Applicable	Base	Base
Budget Reference	Not Applicable	4000-4999: Books And Supplies Equipment and Supplies	4000-4999: Books And Supplies Equipment and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,963,359

Percentage to Increase or Improve Services

33%

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).

87.5 percent of Grimmway Academy pupils are identified as either English Learner, Foster Youth, or Low Income. As a result, the school has determined that the use of these funds is principally directed towards, and effective in meeting the school's goals for unduplicated pupils. 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 support of our AP of Students Services. Finally, access to technology and learning software positively impacts students' access to academic and social-emotional resources.

We will also be adding to additional teacher coaches to help support and foster a rigorous academic environment, providing rich and relevant professional growth supports, with a particular focus on addressing the unique learning needs of students who do not have access to resources as a result of being economically disadvantaged.

In addition, we are adding a behavior specialist and special education teacher to our student service team to support the behavior and SEL needs of our students. Students living in poverty and/or foster students are especially vulnerable, equipping out teachers with tools to address the social and emotional needs of our students should lead to improved learning outcomes.

Teachers and staff will continue to receive professional learning and development in order to increase the capacity, effectiveness, and ability to serve ELL, SPED, and foster youth students.

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,656,558

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 has demonstrated that it will meet the 30.05% proportionality percentage on actions and services principally directed toward the student populations mentioned above. Supplemental and concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

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.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 *EC* 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 *California Code of Regulations*, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,990,020.00	1,912,170.00	2,026,020.00	2,336,650.00	2,328,900.00	6,691,570.00
Base	294,000.00	290,000.00	294,000.00	760,900.00	666,200.00	1,721,100.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,445,520.00	1,381,670.00	1,481,520.00	1,304,750.00	1,477,700.00	4,263,970.00
Title I	225,000.00	215,000.00	225,000.00	244,000.00	155,000.00	624,000.00
Title III	25,500.00	25,500.00	25,500.00	27,000.00	30,000.00	82,500.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,990,020.00	1,912,170.00	2,026,020.00	2,336,650.00	2,328,900.00	6,691,570.00
1000-1999: Certificated Personnel Salaries	643,250.00	625,000.00	643,250.00	794,000.00	888,000.00	2,325,250.00
2000-2999: Classified Personnel Salaries	576,500.00	556,000.00	618,000.00	692,000.00	615,000.00	1,925,000.00
3000-3999: Employee Benefits	352,950.00	358,950.00	311,450.00	360,500.00	410,500.00	1,082,450.00
4000-4999: Books And Supplies	260,420.00	264,320.00	296,420.00	375,750.00	337,700.00	1,009,870.00
5000-5999: Services And Other Operating Expenditures	60,800.00	40,400.00	60,800.00	51,000.00	34,400.00	146,200.00
5800: Professional/Consulting Services And Operating Expenditures	96,100.00	67,500.00	96,100.00	63,400.00	43,300.00	202,800.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,990,020.00	1,912,170.00	2,026,020.00	2,336,650.00	2,328,900.00	6,691,570.00
1000-1999: Certificated Personnel Salaries	Base	171,000.00	171,000.00	171,000.00	167,000.00	170,000.00	508,000.00
1000-1999: Certificated Personnel Salaries	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	397,250.00	389,000.00	397,250.00	541,000.00	718,000.00	1,656,250.00
1000-1999: Certificated Personnel Salaries	Title I	75,000.00	65,000.00	75,000.00	86,000.00	0.00	161,000.00
2000-2999: Classified Personnel Salaries	Base	25,000.00	25,000.00	25,000.00	278,000.00	282,000.00	585,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	392,000.00	371,500.00	459,000.00	276,000.00	193,000.00	928,000.00
2000-2999: Classified Personnel Salaries	Title I	134,000.00	134,000.00	134,000.00	138,000.00	140,000.00	412,000.00
2000-2999: Classified Personnel Salaries	Title III	25,500.00	25,500.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	40,000.00	43,000.00	40,000.00	99,000.00	109,000.00	248,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	312,950.00	315,950.00	245,950.00	214,500.00	271,500.00	731,950.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	20,000.00	0.00	20,000.00
3000-3999: Employee Benefits	Title III	0.00	0.00	25,500.00	27,000.00	30,000.00	82,500.00
4000-4999: Books And Supplies	Base	20,200.00	24,600.00	20,200.00	216,900.00	105,200.00	342,300.00
4000-4999: Books And Supplies	Supplemental and Concentration	239,220.00	238,720.00	275,220.00	158,850.00	232,500.00	666,570.00
4000-4999: Books And Supplies	Title I	1,000.00	1,000.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	3,800.00	4,400.00	3,800.00	0.00	0.00	3,800.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	57,000.00	36,000.00	57,000.00	51,000.00	34,400.00	142,400.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	34,000.00	22,000.00	34,000.00	0.00	0.00	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	47,100.00	30,500.00	47,100.00	63,400.00	28,300.00	138,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00	15,000.00	15,000.00	0.00	15,000.00	30,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,280,620.00	1,218,270.00	1,316,620.00	1,512,700.00	1,472,800.00	4,302,120.00
Goal 2	227,500.00	212,600.00	227,500.00	303,400.00	319,000.00	849,900.00
Goal 3	481,900.00	481,300.00	481,900.00	520,550.00	537,100.00	1,539,550.00

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