

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grimmway Academy Shafter

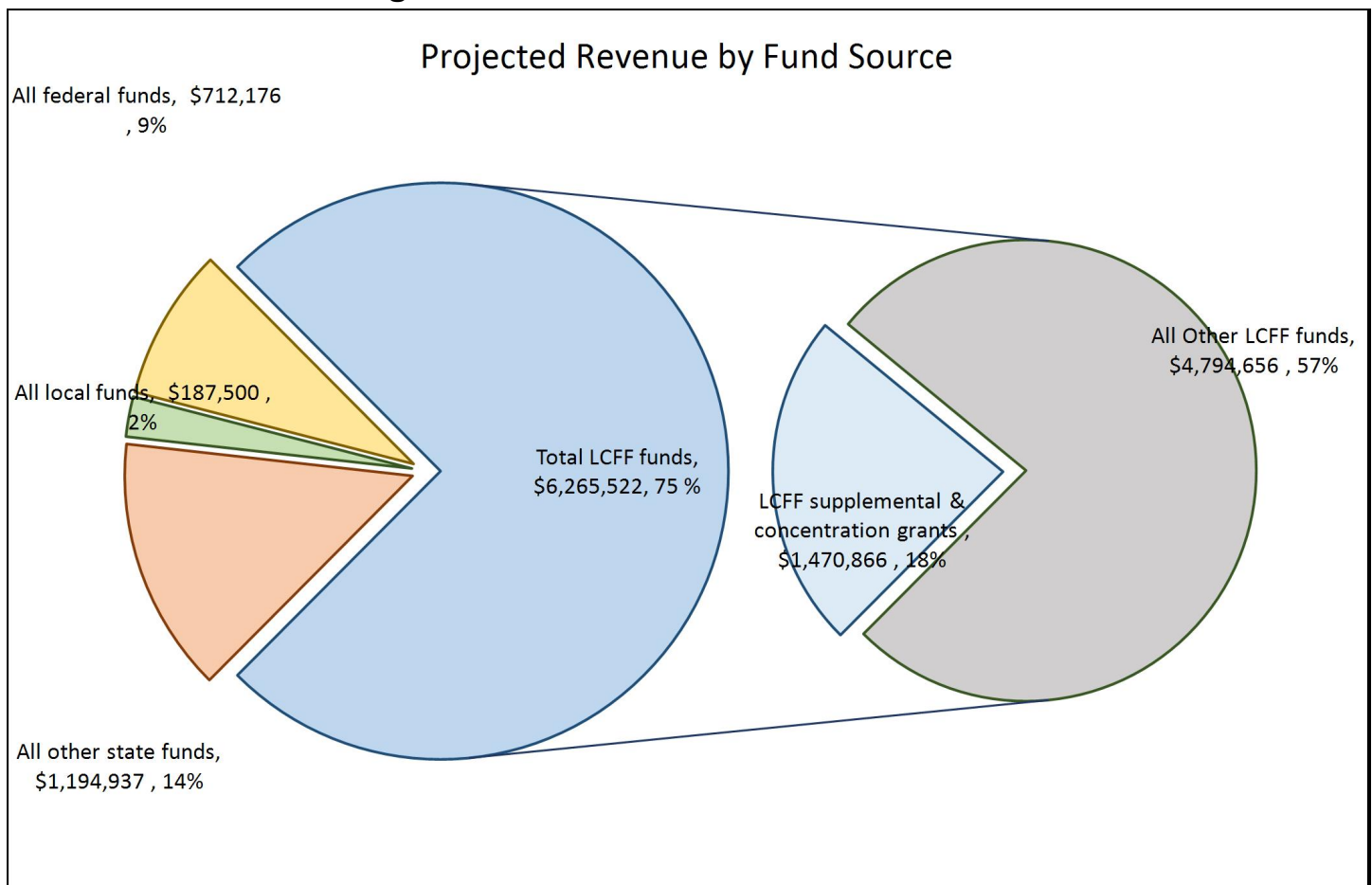
CDS Code: 15 63578 0135186

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Joanna Kendrick, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

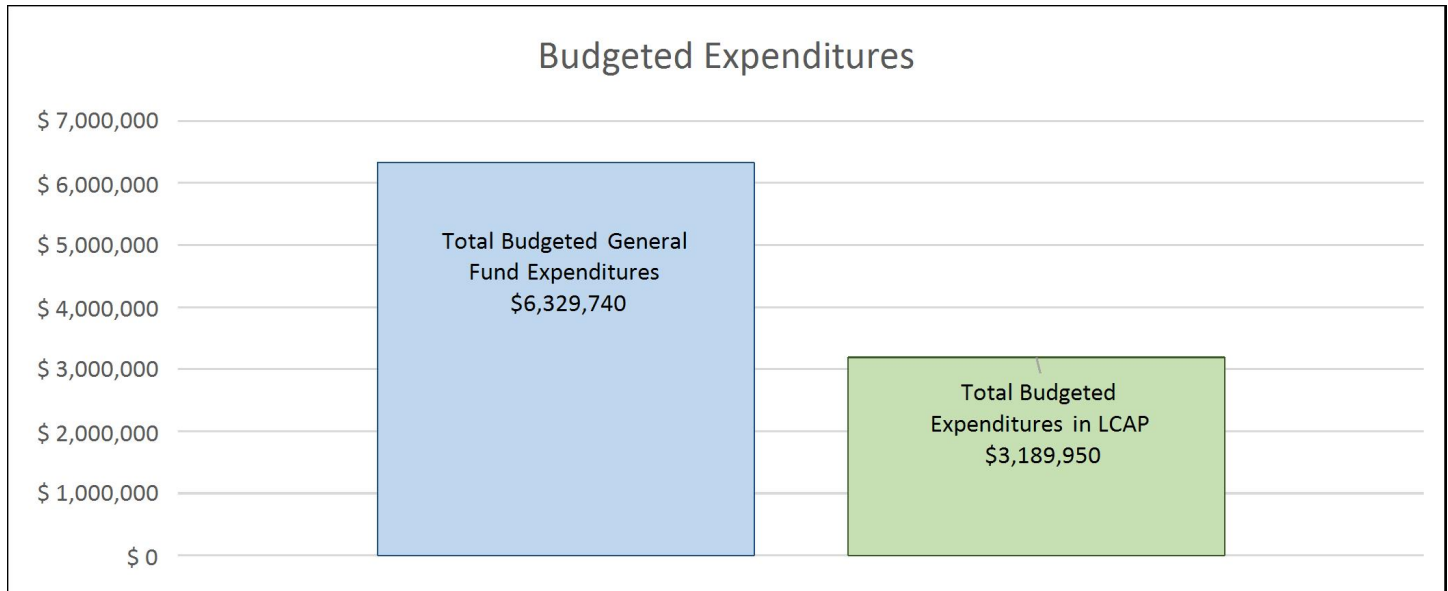


This chart shows the total general purpose revenue Grimmway Academy Shafter expects to receive in the coming year from all sources.

The total revenue projected for Grimmway Academy Shafter is \$8,360,135, of which \$6,265,522 is Local Control Funding Formula (LCFF), \$1,194,937 is other state funds, \$187,500 is local funds, and \$712,176 is federal funds. Of the \$6,265,522 in LCFF Funds, \$1,470,866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Grimmway Academy Shafter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Grimmway Academy Shafter plans to spend \$6,329,740 for the 2019-20 school year. Of that amount, \$3,189,950 is tied to actions/services in the LCAP and \$3,139,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional expenditures not identified in the LCAP include Salaries and Facility/Operational costs.

Increased or Improved Services for High Needs Students in 2019-20

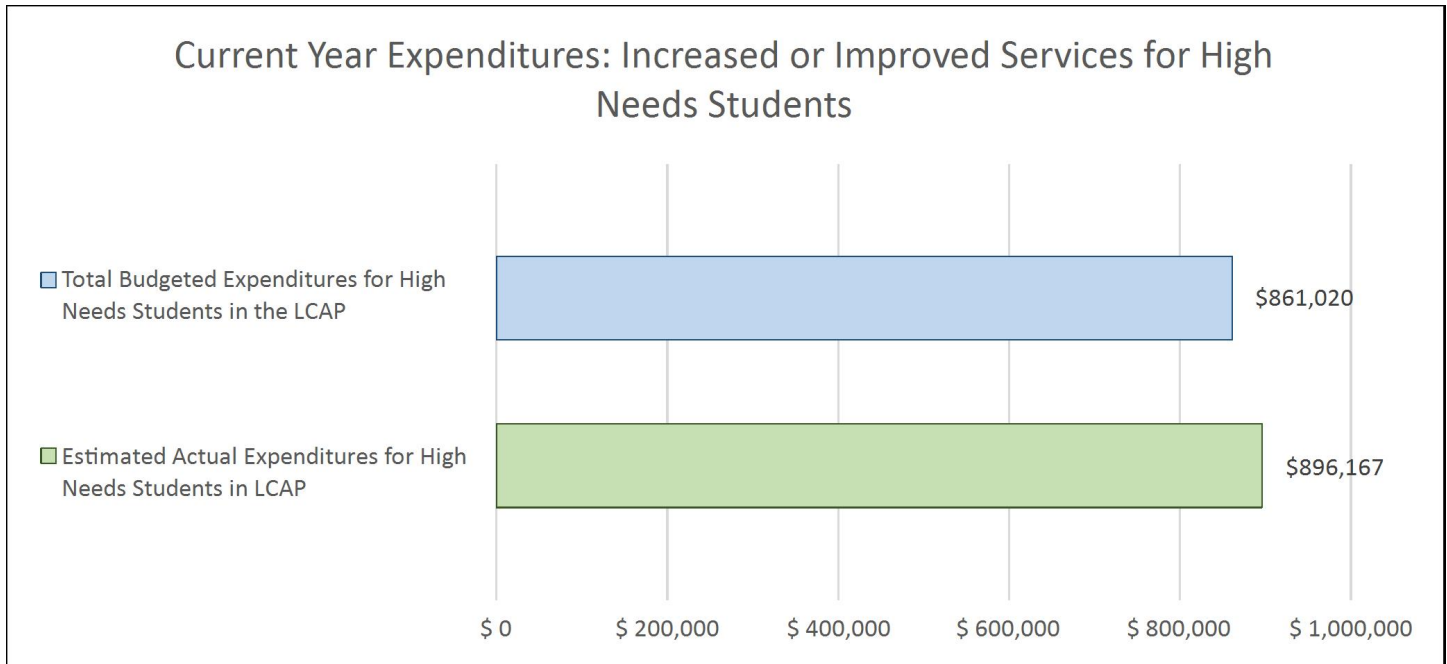
In 2019-20, Grimmway Academy Shafter is projecting it will receive \$1,470,866 based on the enrollment of foster youth, English learner, and low-income students. Grimmway Academy Shafter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Grimmway Academy Shafter plans to spend \$1,080,403 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Grimmway Academy has an 84.5% unduplicated student count and all actions and services a principally directed to these students. Services not described in the LCAP that will contribute to increased services to high needs students include additional support staff salaries, supplemental materials and parent outreach materials.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Grimmway Academy Shafter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grimmway Academy Shafter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Grimmway Academy Shafter's LCAP budgeted \$861,020 for planned actions to increase or improve services for high needs students. Grimmway Academy Shafter estimates that it will actually spend \$896,167 for actions to increase or improve services for high needs students in 2018-19.

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)

LEA Name

Grimmway Academy Shafter

Contact Name and Title

Joanna Kendrick
Principal

Email and Phone

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2017-20 Plan Summary

The Story

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

Grimmway Academy Shafter (GAS) is an elementary charter school designed to serve students in the greater Shafter community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. Our goal is to close the achievement gap for students in rural areas around Shafter by creating an environment for student excellence and well-being.

GA enrolls approximately 80 students per grade per year in grades Kindergarten through sixth, with an end goal of educating approximately 740 students annually in grades K-8. Our student population is 38% English learner (EL), 84% socioeconomically disadvantaged and 6.5% special education. 90% of our students are Hispanic.

GA is dedicated to transforming 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. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:

- Providing a school choice for families that have limited English Language skills and are economically disadvantaged.
- Enabling 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.
- Educate our scholars to be self-motivated, competent, and lifelong learners, and have a deep love of reading.
- Providing the parents in the Shafter community an educational pathway to position their children to be eligible for attending a four-year college.
- Include 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.
- Encouraging our students to become leaders in their community and to return to Kern County (and specifically to the Shafter area) 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 local data (including interims, NWEA and SBAC) and input from staff and stakeholders, we identified four areas for the 2019-2020 school year.

- 1) Our local assessment data shows that our overall proficiency achievement on Math and ELA CCSS aligned assessments still does not meet our expectations. With 88% of teachers in their third year of teaching, we will continue to focus resources on instructional support including; two instructional coaches, and a partnership with Loyola Marymount University for teacher leadership, 22 days of professional development.
- 2) We will continue with our progress in the area of literacy for all students and proficiency in English for English language learners through our reading program, Success For All (SFA).
- 3) We will focus on developing critical thinking and written communication through a workshop model for both reading and writing in the humanities classes.
- 3) It is our belief that authentic parent engagement and education is the key to student success. We will support families through a personalized family engagement program, Academic Parent Teacher Team (APTT) meetings, and hosting community events to bring families together.
- 4) We will continue with a co-teaching model in order to support with fidelity our full-inclusion approach to special education and improve the growth of special needs and advanced students.
- 5) We will increase individualized learning opportunities in the Learning Lab and STEM classrooms by adding a Small Group Instructor to each classroom.
- 6) We will continue to support the health and wellness of our scholars and families through the Edible Schoolyard program.
- 7) Parents, scholars, and staff identified art and music as key components of our program that need to be expanded. The addition of a lower grades music teacher ensures that scholars in grades K-6 will receive music at least three times per week.

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- Maintain a learning environment that promotes a healthy, sustainable, and conscientious lifestyle.

Review of Performance

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

Greatest Progress

During the 18-19 school year the school continually collected and analyzed data from student assessments, staff, parent and student surveys. The Charter School sought to maintain and build on the positive learning environment and culture that it achieved in opening year for staff and students. The school's emphasis on restorative practices through training and ongoing monitoring resulted in fewer than 5 office referrals and .15% suspension rate. On bi-annual parent surveys 90% of responses were positive. College CREWS competitions, incentives, and weekly community gatherings continued to build strong bonds between students and staff. Weekly mentoring from CREW teachers supported students, strengthened their growth mindset, and belief in themselves. One on one check-ins with supervisors and coaches established a culture of high expectations and high support. As a result the school is retaining 93% of its staff and was able to hire several positions from internal candidate who were ready to advance their career. The Charter School believes that high quality adult learning opportunities and high rates of staff retention will result in accelerated student outcomes over the next two years.

In the second year of operation the instructional focus was on increasing academic rigor. Building on growth from year one and a strong foundation in literacy, resources were poured into academic supports for instructors. To continue to support the growth of students with an IEP (80% met NWEA growth targets) and continue to close the gap for English learner students (who were 9 points below standard on the SBAC compared to 47 points in the state) the school began a five year implementation of Universal Design for Learning training for all staff. Year one of implementation focused on increasing engagement of our subgroups through UDL practices.

Two academic coaches provided one-on-one support for teachers focused on planning purposefully to meet or exceed the common core standards. Over the course of the year average interim mastery rose to 60% of students meeting or exceeding standards. Learning Communities were established to analyze student work and create action plans for teams. The school continued a standards aligned assessment program, which consisted of weekly standards aligned assessments in all classes, quarterly intermins, and NEWA fluency assessments; all followed by data driven conversations and purposeful planning. School leaders worked with teachers to improve the response to intervention program, refine individualized learning in learning lab classrooms, implement co-teaching best practices in Humanities classrooms, and expand opportunities for advanced students. The Charter School improved the number of students reading on grade level from 60% to 85% by the end of third

quarter. This growth was supported by the continued implementation of the Success for All literacy program and professional development from the SFA foundation. On average, 60% of students receiving tier two interventions met or exceeded their goals and 30% nearly met their goals.

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

Greatest Needs

Grimmway Academy Shafter is in its second year of operation and does not have a complete dashboard. Baseline data was reported last year. Based on on-going academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

1. Continued instructional support to grow the overall effectiveness and rigor in the classroom: Although there has been significant growth in the first and second year, overall student academic performance on standards aligned assessments is at 60%. Last year's SBAC scores showed students 27 points below the standard in ELA and 36 points below the standards in math. Additionally, 88% of teachers are in their second or third year teaching. To address this need, Grimmway Academy Shafter teachers will participate in on-going professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, and data driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant.
2. Increased instructional support for individualization of learning to support increased proficiency of ELL, low income and special education students: Our EL students were 18 points below the standard in math and XX below in ELA. Additionally, our low income students were 45 points below the standard in math and XX below the standard in ELA. The school aims to close this gap for our low income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students at their just right level, by adding small group instructors (SGI) to all STEM and lab classes. SGIs will deliver rigorous leveled support to students in order close the gap for these subgroups and advance skills and standards mastery.
3. Co-teaching: While our SPED students made the greatest growth last year, overall they were the lowest performing group in overall proficiency on state standards. In order to support a fully inclusive special education model and improve the proficiency of students on an IEP, Grimmway Academy Shafter will pair special education teachers with general education teachers to co-teach in the general education classroom. In this model, the special education teachers will act as specialists in differentiation, intervention for SPED students, and extension for GATE students.

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

Performance Gaps

Grimmway Academy Shafter is in its first year of operation and does not have an LCFF Evaluation at this time. This will be the school's baseline year.

Comprehensive Support and Improvement

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

Schools Identified

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

Grimmway Academy Shafter is a single school LEA and is not in CSI.

Support for Identified Schools

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

Grimmway Academy Shafter is a single school LEA and is not in CSI.

Monitoring and Evaluating Effectiveness

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

Grimmway Academy Shafter is a single school LEA and is not in CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.) 18-19 Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas Baseline XX % of teachers are fully credentialed in subject areas	100% of teachers are appropriately assigned.
Metric/Indicator Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a.) 18-19 Maintain 100% of Math & English teachers received professional development in CCSS	100% of STEM, Humanities and Lab teachers received professional development in CCSS 5th grade STEM teacher receive professional development and support in NGSS

Expected

Maintain 100% of STEM teachers receive professional development in NGSS

Baseline

100% of Math & English teachers received professional development in CCSS.

Metric/Indicator

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

18-19

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)

18-19

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)

18-19

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)

18-19

55% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments

Actual

100% of ELL students had 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

50% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments

Expected

Actual

Baseline

(No Baseline) of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

Metric/Indicator

State Assessments (Priority 4a)

18-19

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

Baseline

(No Baseline) of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments

Metric/Indicator

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

18-19

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

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

Baseline

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

23% of students at or above 50th percentile in NWEA Math.

Metric/Indicator

EL reclassification rate (Priority 4f.)

18-19

Maintain reclassification of 20% of ELL students (Priority #4)

Baseline

ELL reclassification rate (No Baseline) (Priority #4)

38% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments

46% of students at or above 50th percentile in NWEA Reading

43% of students at or above 50th percentile in NWEA Math

Reclassification of % of ELL students (Priority #4)

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 provided to students in lab classes throughout the day.	Intervention and enrichment provided to students in lab classes throughout the day.	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 142,000	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 140,000
		2 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$90,000	2 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$93,600
		Benefits for 3 lab teachers 3000-3999: Employee Benefits Supplemental and Concentration \$41,000	Benefits for 3 lab teachers 3000-3999: Employee Benefits Supplemental and Concentration \$44,000
		Benefits for 2 lab teachers 3000-3999: Employee Benefits Title I 26,000	Benefits for 2 lab teachers 3000-3999: Employee Benefits Title I \$29,000
		Learning Lab Student Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 28,200	Learning Lab Student Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,400
		6 Paraprofessionals in the Lab CLasses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$114,000	6 Paraprofessionals in the Lab CLasses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$120,000
		Benefits for 6 Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000	Benefits for 6 Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches.

AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches.

AP of Curriculum and Instruction
1000-1999: Certificated
Personnel Salaries Base \$82,680

AP of Curriculum and Instruction
1000-1999: Certificated
Personnel Salaries Base \$82,680

AP Curriculum and Instruction
Benefits 3000-3999: Employee
Benefits Base \$23,700

AP Curriculum and Instruction
Benefits 3000-3999: Employee
Benefits Base \$22,700

Intervention materials 4000-4999:
Books And Supplies
Supplemental and Concentration
\$5,000

Intervention materials 4000-4999:
Books And Supplies
Supplemental and Concentration
\$5,000

Action 3

Planned Actions/Services

Purchase books for library area to create additional reading opportunities.

Actual Actions/Services

Purchase books for library area to create additional reading opportunities.

Budgeted Expenditures

Library books 4000-4999: Books
And Supplies Base \$10,000

Estimated Actual Expenditures

Library books 4000-4999: Books
And Supplies Base \$10,000

Action 4

Planned Actions/Services

Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.

Actual Actions/Services

Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.

Budgeted Expenditures

Illuminate Item Banks 4000-4999:
Books And Supplies Base \$1,500

Estimated Actual Expenditures

Illuminate Item Banks 4000-4999:
Books And Supplies Base \$2,725

NWEA Assessment 4000-4999:
Books And Supplies Base \$6,600

NWEA Assessment 4000-4999:
Books And Supplies Base \$8,325

Action 5

Planned Actions/Services

Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.

Actual Actions/Services

Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.

Budgeted Expenditures

Discovery Science Curriculum
4000-4999: Books And Supplies
Base \$7,500

Estimated Actual Expenditures

Discovery Science Curriculum
4000-4999: Books And Supplies
Base \$3,625

		ELA curriculum 4000-4999: Books And Supplies Base \$3,200	ELA curriculum 4000-4999: Books And Supplies Base \$5,142
		SFA Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$20,000	SFA Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$20,000
		Math Resources and Manipulative 4000-4999: Books And Supplies Base \$6,000	Math Resources and Manipulative 4000-4999: Books And Supplies Base \$6,000
		Studies weekly Social Studies curriculum 4000-4999: Books And Supplies Base \$3,442	Studies weekly Social Studies curriculum 4000-4999: Books And Supplies Base \$3,442

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development for teachers and paraprofessionals, focusing on literacy, CCSS, and English Language development.	Provide Professional Development for teachers and paraprofessionals, focusing on literacy, CCSS, and English Language development.	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$48,340
		CMAST Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$12,495	CMAST Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$20,954
		Travel for CMAST 5000-5999: Services And Other Operating Expenditures Base \$2,000	Travel for CMAST 5000-5999: Services And Other Operating Expenditures Base \$2,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Moved to goal two.	Moved to goal two.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Summer Bridge program to support incoming kindergarten students.	Provide a Summer Bridge program to support incoming kindergarten students.	SpEd teacher for Extended SY 1000-1999: Certificated Personnel Salaries Special Education \$10,000	SpEd teacher for Extended SY 1000-1999: Certificated Personnel Salaries Special Education \$10,000
		Paraprofessionals for Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000	Paraprofessionals for Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000
		Kinder Camp Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,000	Kinder Camp Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,000

Action 9

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.	Provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA.	After school Tutor 2000-2999: Classified Personnel Salaries Title I \$20,000	After school Tutor 2000-2999: Classified Personnel Salaries Title I \$7,600
		Tutoring Supplies and Software 4000-4999: Books And Supplies Title I \$5,000	Tutoring Supplies and Software 4000-4999: Books And Supplies Title I \$5,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.	Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.	After School paraprofessionals and Director 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$97,400	After School paraprofessionals and Director 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$128,000
		After School program Supplies 4000-4999: Books And Supplies	After School program Supplies 4000-4999: Books And Supplies

After School Education and
Safety (ASES) \$50,000

After School Education and
Safety (ASES) \$20,000

Action 11

Planned Actions/Services

Hire part time librarian to support
implementation of reading
initiatives.

Actual Actions/Services

Hire part time librarian to support
implementation of reading
initiatives.

Budgeted Expenditures

Librarian Salary 1000-1999:
Certificated Personnel Salaries
Base \$35,000

Estimated Actual Expenditures

Librarian Salary 1000-1999:
Certificated Personnel Salaries
Base \$35,000

Action 12

Planned Actions/Services

Provide rigorous leveled literacy
instruction.

Actual Actions/Services

Provide rigorous leveled literacy
instruction.

Budgeted Expenditures

SFA Materials and Supplies
4000-4999: Books And Supplies
Base \$20,000

Estimated Actual Expenditures

SFA Materials and Supplies
4000-4999: Books And Supplies
Base \$20,000

Action 13

Planned Actions/Services

Implement co-teaching model in
grades K-5.

Actual Actions/Services

Implement co-teaching model in
grades K-5.

Budgeted Expenditures

SpEd teachers and Coordinator
1000-1999: Certificated
Personnel Salaries Special
Education \$324,700

Estimated Actual Expenditures

SpEd teachers and Coordinator
1000-1999: Certificated
Personnel Salaries Special
Education \$355,000

Action 14

Planned Actions/Services

Hire and train instructional coaches
for teacher support and
professional development.

Actual Actions/Services

Hire and train instructional
coaches for teacher support and
professional development.

Budgeted Expenditures

2 teacher coaches 1000-1999:
Certificated Personnel Salaries
Base \$163,000

Estimated Actual Expenditures

2 teacher coaches 1000-1999:
Certificated Personnel Salaries
Base \$163,000

Teacher coach benefits 3000-
3999: Employee Benefits Base
\$43,000

Teacher coach benefits 3000-
3999: Employee Benefits Base
\$43,000

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement ELLevate platform in order to better target lessons and track data for EL students.	Implement ELLevate platform in order to better target lessons and track data for EL students.	ELLevate license fee 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000	ELLevate license fee 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000

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.

The following actions were fully implemented:

Weekly or biweekly assessments given in all classes
Intermin assessments were given quarterly
All assessments were aligned to CCSS and utilized high quality item banks
All curriculum aligned to CCSS
22 days of professional development for instructional staff
Two instructional coaches worked with a caseload of teachers to plan and observe lessons
Six days of professional development for coaches with the New Teacher Center
All students attended an 80 minute literacy block Monday - Thursday
Part time librarian provided access to high quality books for all students
16 weeks of math and reading tutoring were offered
Two weeks of kinder camp were offered to all incoming Kinder students

The following action was not fully implemented:

The elevate system was never fully functional. There were technical challenges with the program that prohibit full implementation.

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

Over the course of the year student learning continued to improve as measured by:

The percent of students meeting or exceeding standards on weekly assessments grew from 19% to 82% over the course of the year
The percent of students meeting or exceeding standards on intermin assessments grew from 37% to 65%
100% of curriculum is aligned to CCSS
The percent of students reading on grade level grew from 60% to 83%
60% of students in tutoring met their growth goals
63 incoming kindergarten students attended two full weeks of kinder camp

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following actions had material differences between budgeted and actual expenditures:

Action #1: Learning lab software costs were less than anticipated.

Action # 4: Additional common core aligned item banks were purchased, increasing the overall cost of Illuminate. The NWEA Fluency assessment was added to the NWEA Measures of Academic Progress assessment in order to monitor students progress receiving tier two interventions. This increased the overall cost of NWEA.

Action #5: The school leveraged a 100% web based science curriculum, lowering the anticipated cost of science curriculum.

Action #5: The school purchased additional ELA textbooks in response to student reading levels.

Action #6: The cost for professional development and coaching from the CMAST program exceeded the budgeted amount.

Action #7 : Tutoring costs were less than anticipated. The school was able to utilize existing staff to provide after school tutoring, which lowered costs.

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.

The school will not use Elevate next year due to implementation issues.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Efforts to promote parent participation (Priority #3b.) 18-19 Maintain 75% active involvement of parents on school committees and other school site activities (Priority #3) Baseline (No Baseline) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	78% participation rate at parent events
Metric/Indicator Efforts to promote parent participation (Priority #3b.) 18-19 Maintain monthly parent communications used to communicate volunteer opportunities. Baseline	Maintained monthly parent communications used to communicate volunteer opportunities.

Expected

Monthly parent communications used to communicate volunteer opportunities.

Metric/Indicator

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

18-19

80%% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

Baseline

Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc.

Metric/Indicator

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

18-19

Maintain 100% translation services for parents/guardians

Baseline

Provided translation services of the time for parents/guardians

Metric/Indicator

Percent of students who are chronically absent (Priority #6.)

18-19

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

Baseline

Chronic Absenteeism Rate (No Baseline)

Metric/Indicator

Other local measures: Percent of Average Daily Attendance (Priority #6c.)

18-19

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

Baseline

Average Daily Attendance rate (No Baseline)

Metric/Indicator

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

18-19

Maintain the rate of discipline citations/referrals by 15%

Baseline

Discipline citation rate (No Baseline)

Actual

78% parent participation rate

100% of meetings and communications translated

Chronic Absenteeism rate 10%

Attendance rate 96%

Office referral rate .01%

Expected

Metric/Indicator

Suspension rate (Priority #6a.)

18-19

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

Baseline

Suspension rate (No Baseline)

Metric/Indicator

Expulsion rate (Priority #6b.)

18-19

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

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

Baseline

Expulsion rate (No Baseline)

Actual

Suspension rate .02%

0% expulsion rate

High School drop out rate = N/A

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

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

Actual Actions/Services

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

Budgeted Expenditures

AP Student Affairs 1000-1999:
Certificated Personnel Salaries
Base \$84,240

Benefits AP Student Affairs 3000-
3999: Employee Benefits Base
\$24,000

Estimated Actual Expenditures

AP Student Affairs 1000-1999:
Certificated Personnel Salaries
Base \$84,240

Benefits AP Student Affairs 3000-
3999: Employee Benefits Base
\$24,000

Action 2

Planned Actions/Services

Continue Professional Development for teachers and

Actual Actions/Services

Continue Professional Development for teachers and

Budgeted Expenditures

Continued training to be provided
in-house \$0

Estimated Actual Expenditures

Continued training to be provided
in-house \$0

paraprofessionals on Restorative Justice techniques.

paraprofessionals on Restorative Justice techniques.

Action 3

Planned Actions/Services

In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.

Actual Actions/Services

In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.

Budgeted Expenditures

Parent Communication Supplies
5000-5999: Services And Other
Operating Expenditures Base
\$3,000

Kickboard License and Fees
5000-5999: Services And Other
Operating Expenditures Base
\$6,205

Estimated Actual Expenditures

Parent Communication Supplies
5000-5999: Services And Other
Operating Expenditures Base
\$3,000

Kickboard License and Fees
5000-5999: Services And Other
Operating Expenditures Base
\$6,205

Action 4

Planned Actions/Services

Provide monthly opportunities for family engagement through the B.E.L.I.E.V.E. program.

Actual Actions/Services

Provide monthly opportunities for family engagement through the B.E.L.I.E.V.E. program.

Budgeted Expenditures

Literacy and STEM night
Materials 4000-4999: Books And
Supplies Supplemental and
Concentration \$1,500

Family engagement materials and
supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$5,000

Estimated Actual Expenditures

Literacy and STEM night
Materials 4000-4999: Books And
Supplies Supplemental and
Concentration \$1,500

Family engagement materials
and supplies 4000-4999: Books
And Supplies Supplemental and
Concentration \$5,000

Action 5

Planned Actions/Services

Translate all school documents and provide translation services at all parent meetings.

Actual Actions/Services

Translate all school documents and provide translation services at all parent meetings.

Budgeted Expenditures

Document Tracking Services
Fees 5000-5999: Services And
Other Operating Expenditures
Supplemental and Concentration
\$3,500

Estimated Actual Expenditures

Document Tracking Services
Fees 5000-5999: Services And
Other Operating Expenditures
Supplemental and Concentration
\$3,500

Translation Devices for Parent Meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000

Translation Devices for Parent Meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,685

Action 6

Planned Actions/Services

Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.

Actual Actions/Services

Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.

Budgeted Expenditures

Mileage for home visits 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000

Estimated Actual Expenditures

Mileage for home visits 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000

Action 7

Planned Actions/Services

Provide student incentives through the student store program.

Actual Actions/Services

Provide student incentives through the student store program.

Budgeted Expenditures

Student Incentive Materials 4000-4999: Books And Supplies Base \$5,000

Estimated Actual Expenditures

Student Incentive Materials 4000-4999: Books And Supplies Base \$5,000

Action 8

Planned Actions/Services

Quarterly field trips.

Actual Actions/Services

Quarterly field trips.

Budgeted Expenditures

School Field Trips costs 5000-5999: Services And Other Operating Expenditures Base \$25,000

Estimated Actual Expenditures

School Field Trips costs 5000-5999: Services And Other Operating Expenditures Base \$22,000

Action 9

Planned Actions/Services

Behavior Specialist to work with students, parents, and teachers.

Actual Actions/Services

Behavior Specialist to work with students, parents, and teachers.

Budgeted Expenditures

Behavior Specialist 2000-2999: Classified Personnel Salaries Base \$67,600

Estimated Actual Expenditures

Behavior Specialist 2000-2999: Classified Personnel Salaries Base \$67,600

Benefits, Behavior Specialist
3000-3999: Employee Benefits
Base \$19,000

Benefits, Behavior Specialist
3000-3999: Employee Benefits
Base \$19,000

Action 10

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

APTT Child Care and Interpreters
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$4,000

Estimated Actual Expenditures

APTT Child Care and Interpreters
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$4,000

Action 11

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Parent Appreciation Night 5000-
5999: Services And Other
Operating Expenditures Base
\$5,000

Estimated Actual Expenditures

Parent Appreciation Night 5000-
5999: Services And Other
Operating Expenditures Base
\$5,000

Action 12

Planned Actions/Services

Hire a parent liaison and resources for our Parent Center.

Actual Actions/Services

Hire a parent liaison and resources for our Parent Center.

Budgeted Expenditures

parent liaison 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$22,000

parent liason benefits 3000-3999:
Employee Benefits Supplemental
and Concentration \$5,320

Estimated Actual Expenditures

parent liaison 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$55,000

parent liason benefits 3000-3999:
Employee Benefits Supplemental
and Concentration \$6,800

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase social/emotional services to students through small group and 1:1 counseling.

Increase social/emotional services to students through small group and 1:1 counseling.

School Psychologist Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,000

School Psychologist Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,284

School Psych Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$25,000

School Psych Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$20,958

Analysis

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

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

All actions were implemented.

APTT meetings were held with the parents of each CREW class 4X during the year
Four BELIEVE classes, consisting of 3 three sessions, were held with identified families
Weekly parent communication sent out via e-mail and paper copy
Monthly volunteer opportunities sign up sent home
Volunteer opportunities were posted on the web-site
4 SSC and ELCA meetings were held
The Parents of Grimmway Academy hosted 6 school-wide events
The school hosted literacy night, STEM night, 2 family movie nights, and a Spring Expo.

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

Parent engagement increased in all areas during the 2018-2019 school year:

81% Average APTT attendance for the year
16 families graduated from the BELIEVE program
74% of families completed 30+ hours of service
4 SSC and ELCA meetings were held
115 families on average attended school wide events

A postive school climate was maintained during the 2018-2019 school year:

Suspension rate less than .01%
Office referral rate .02%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following actions had material differences between budgeted and actual expenditures:

Action #15: A full time parent coordinator was hired in place of a part time parent liaison.

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.

No changes were made.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of students participating in Physical Education Classes (Priority 8)

18-19

100% of student will participate in Physical Education classes

Baseline

(N0 Baseline) of student will participate in Physical Education classes

Metric/Indicator

Percent of students who participate in the Edible School Yard program K-4 (Priority #8 a.)

18-19

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

Baseline

100% of students in K-4 participate in 12 ESY lessons per year

Metric/Indicator

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

18-19

50 families participating in a family cooking class

Actual

100% of students participate in Physical Education classes

Maintain 100% of students in K-5 to participate in Edible Schoolyard program

55 families participated in a family cooking class

Expected

Actual

Baseline

(No Baseline) families participate in a 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
Art, music, and Physical Education program for all grades.	Art, music, and Physical Education program for all grades.	PE Teacher Salary 1000-1999: Certificated Personnel Salaries Base 52,000	PE Teacher Salary 1000-1999: Certificated Personnel Salaries Base 52,000
		PE Teacher Benefits 3000-3999: Employee Benefits Base \$15,000	PE Teacher Benefits 3000-3999: Employee Benefits Base \$15,000
		PE Supplies 4000-4999: Books And Supplies Base \$5,000	PE Supplies 4000-4999: Books And Supplies Base \$5,000
		Music Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$55,000	Music Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$55,000
		Music Teacher Benefits 3000-3999: Employee Benefits Base \$16,000	Music Teacher Benefits 3000-3999: Employee Benefits Base \$16,000
		Music Supplies 4000-4999: Books And Supplies Base \$2,000	Music Supplies 4000-4999: Books And Supplies Base \$2,000
		Art teacher salary 1000-1999: Certificated Personnel Salaries Base \$46,800	Art teacher salary 1000-1999: Certificated Personnel Salaries Base \$46,800
		Art Teacher Benefits 3000-3999: Employee Benefits Base \$14,000	Art Teacher Benefits 3000-3999: Employee Benefits Base \$14,000
		Art Supplies 4000-4999: Books And Supplies Base \$10,000	Art Supplies 4000-4999: Books And Supplies Base \$10,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer a comprehensive Edible School Yard Program.	Offer a comprehensive Edible School Yard Program.	ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries Base \$240,000	ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries Base \$277,000
		ESY Teacher Benefits (6) 3000-3999: Employee Benefits Base \$50,000	ESY Teacher Benefits (6) 3000-3999: Employee Benefits Base \$50,000
		ESY Supplies and Materials 4000-4999: Books And Supplies Base \$15,000	ESY Supplies and Materials 4000-4999: Books And Supplies Base \$15,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporated into previous action step.	Incorporated into previous action step.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Quarterly family activities to promote health and wellness.	Quarterly family activities to promote health and wellness.	Supplies for family Activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500	Supplies for family Activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporated into previous action.	Incorporated into previous action.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop structured recess program to engage all students in various physical and social games during breaks.	Develop structured recess program to engage all students in various physical and social games during breaks.	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$104,000	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$104,000
		FT Recess Coach Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$6,000	FT Recess Coach Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$6,000
		Structured Recess Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Structured Recess Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

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.

All actions were implemented.

On average students received 15 lessons in the Edible Schoolyard
 55 families participated in family cooking classes
 Students in grade three to five attended art, music, or PE daily
 Students in grade K-2 attended art or music two times a week and PE daily
 All students participated in structured recess

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

The results of bi-annual student and parent surveys demonstrated:

89% of parents identified the art and music program as highly effective and engaging for their child
 95% of students identified the art and music program as highly engaging
 93% of parents identified the Edible Schoolyard as highly effective and engaging for their child

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following actions had material differences between budgeted and actual expenditures:

Action #2: Edible Schoolyard salaries were more than anticipated.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

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

School Governance: School staff and parents working together to improve student achievement. During monthly Governance meetings, the goals and actions of the LCAP were discussed. At quarterly Governance meetings updates on actual outcomes were shared. Input and feedback were also received from staff.

2-15-19; 3-19-19; 6-7-19

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

2-07-19; 4-19-19; 6-4-19

Parents of Grimmway Academy (PoGA): Comprised of parents of Grimmway Academy students. This group also provides input and feedback regarding the LCAP during the following meetings:

2-21-19; 4-4-19; 6-4-19

Board of Directors Meetings: 5-28-19- Discussed LCAP results to date and provided a survey to the board of directors for input.

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, LCAP Committee Meetings, and Board Meetings. Stakeholders agreed that establishing a positive school culture was the major accomplishment of the inaugural year of the school. Teachers, staff, students, and parents, formed positive relationships and restorative practices made the campus a safe, supportive, and joyful place to learn. Parents, teachers, and staff agreed that the school should place a strong emphasis on improving the school's full inclusion model for special education and improving support for new teachers at the school. There was consensus that doing so would increase support for all students and move the school closer to achieving its student academic outcomes. Instructional support is the emphasis of this year's LCAP. With 89% of teachers entering their second year of teaching, instructional support is key to improving student outcomes.

In addition to instructional support, stakeholders agreed that deepening family participation is a focus area at Grimmway Academy Shafter. Specifically, we will be working to increase communication with and participation of Spanish speaking families through the use of technology and personalized engagement opportunities. Finally, in order to help bridge the gap between home and school, the Community Development Manager, along with the AP of Student Services, will work with parents through the B.E.L.I.E.V.E program to achieve 100% participation from families.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

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:

Continued instructional support to grow the overall effectiveness and rigor in the classroom. Last year's SBAC scores showed students 27 points below the standard in ELA and 36 points below the standards in math. Additionally, 88% of teachers are in their second or third year teaching. To address this need, Grimmway Academy Shafter teachers need to continue to participate in on-going professional learning.

Co-teaching: Overall, our students with exceptional needs were the lowest performing group on state standards. In order to support a fully inclusive special education model and improve the proficiency of all students, Grimmway Academy Shafter will pair special education teachers with general education teachers to co-teach in the general education classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers are appropriately assigned and fully credentialed for assignments (Priority 1A)	XX % of teachers are fully credentialed in subject areas	100 % of teachers are appropriately assigned and fully credentialed in subject areas	Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas	Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas
Implementation of Common Core State Standards and performance standards. (Priority 2A)	100% of Math & English teachers received professional development in CCSS.	Maintain 100% of Math & English teachers received professional development in CCSS. 100% of STEM teachers receive professional development in NGSS	Maintain 100% of Math & English teachers received professional development in CCSS Maintain 100% of STEM teachers receive professional development in NGSS	Maintain 100% of Math & English teachers received professional development in CCSS Maintain 100% of STEM teachers receive professional development in NGSS
How programs and services enable ELs access to the ELD and CCSS for academic content knowledge and English language proficiency. (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)	(No Baseline) of students met or exceeded the Common Core Standards in ELA	50% of students meeting or exceeding the Common Core Standards in ELA on	55% of students meeting or exceeding the Common Core Standards in ELA on	60% of students meeting or exceeding the Common Core Standards in ELA on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	on Smarter Balanced Assessments	Smarter Balanced Assessments.	Smarter Balanced Assessments	Smarter Balanced Assessments
State Assessments. (Priority 4A)	(No Baseline) of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments	30% of students meeting or exceeding 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	50% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments
Percent of EL pupils making progress towards English proficiency. (Priority 4D)	No Baseline. Transition to ELPAC			50% of students grow one proficiency level on the ELPAC
NWEA Measures of Academic Progress, nationally normed students achievement assessment. (Priority 4A)	35% of students at or above 50th percentile in NWEA Reading. 23% of students at or above 50th percentile in NWEA Math.	40% of students at or above 50th percentile in NWEA Reading. 40% of students at or above 50th percentile in NWEA Math.	50% of students at or above 50th percentile in NWEA Reading. 50% of students at or above 50th percentile in NWEA Math.	60% of students at or above 50th percentile in NWEA Reading. 60% of students at or above 50th percentile in NWEA Math.
EL reclassification rate. (Priority 4E)	ELL reclassification rate (No Baseline) (Priority #4)	Reclassify 20% of ELL students	Maintain reclassification of 20% of ELL students	Maintain reclassification of 20% of ELL students

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)

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Intervention and enrichment provided to students in lab classes throughout the day.

2019-20 Actions/Services

Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$142,000	\$248,318
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Lab Teacher Salary	1000-1999: Certificated Personnel Salaries 3 Lab teacher Salaries	1000-1999: Certificated Personnel Salaries 5 Lab Teacher Salaries

Amount	\$190,000	\$90,000	0
Source	Title I	Title I	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants	1000-1999: Certificated Personnel Salaries 2 Lab Teacher Salaries	Not Applicable Combined with Above for total S & C expenditure
Amount	\$56,000	\$41,000	\$78,696
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for Lab Teacher and IA's	3000-3999: Employee Benefits Benefits for 3 lab teachers	3000-3999: Employee Benefits Benefits for 5 lab teachers
Amount		26,000	0
Source		Title I	Not Applicable
Budget Reference		3000-3999: Employee Benefits Benefits for 2 lab teachers	Not Applicable Combined with Above for total S & C expenditure
Amount		28,200	\$36,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Learning Lab Student Software	4000-4999: Books And Supplies Learning Lab Student Software
Amount		\$114,000	\$131,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries 6 Paraprofessionals in the Lab Classes	2000-2999: Classified Personnel Salaries 6 Paraprofessionals in Primary Classrooms

Amount		\$23,000	\$40,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Benefits for 6 Paraprofessionals	3000-3999: Employee Benefits Benefits for 6 Paraprofessionals

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)

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

AP of Curriculum and Instruction to oversee the implementation of the intervention and extension program and provide professional development and

2018-19 Actions/Services

AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches.

2019-20 Actions/Services

AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure

support to intervention/ extension teachers in implementing a high quality program.

unduplicated students are receiving target academic support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$82,680	\$85,160
Source	Base	Base	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries AP of Curriculum and Instruction	1000-1999: Certificated Personnel Salaries AP of Curriculum and Instruction	1000-1999: Certificated Personnel Salaries AP of Curriculum and Instruction
Amount	\$8,000	\$23,700	\$22,128
Source	Base	Base	Title I
Budget Reference	3000-3999: Employee Benefits AP Curriculum and Instruction Benefits	3000-3999: Employee Benefits AP Curriculum and Instruction Benefits	3000-3999: Employee Benefits AP Curriculum and Instruction Benefits
Amount	\$4,000	\$5,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Intervention materials	4000-4999: Books And Supplies Intervention materials	4000-4999: Books And Supplies Intervention 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)

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)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Purchase books for library area to create additional reading opportunities.

Increase number of books in circulation (in students hands)

2018-19 Actions/Services

Purchase books for library area to create additional reading opportunities.

2019-20 Actions/Services

Purchase books for library area to create additional reading opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$10,000	\$10,000
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Library Books (PCSGP Grant)	4000-4999: Books And Supplies Library books	4000-4999: Books And Supplies Library books

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)

Location(s):

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

All

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)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.

2019-20 Actions/Services

Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$1,500	\$7,000
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Lab Software and Materials (PCSGP)	4000-4999: Books And Supplies Illuminate Item Banks	4000-4999: Books And Supplies Illuminate Item Banks
Amount	\$4,950	\$6,600	\$9,820
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies NWEA Assessment (PCSGP)	4000-4999: Books And Supplies NWEA Assessment	4000-4999: Books And Supplies NWEA Assessment
Amount	\$13,760	N/A	N/A
Source	Base	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Renaissance Learning	Not Applicable N/A	Not Applicable N/A

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)

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

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

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

2018-19 Actions/Services

Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.

2019-20 Actions/Services

Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$7,500	\$8,000
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Discovery Science Curriculum (PCSGP/ Walton)	4000-4999: Books And Supplies Discovery Science Curriculum	4000-4999: Books And Supplies Discovery Science Curriculum

Amount	\$3,200	\$3,200	\$2,200
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Houghton Mifflin ELA	4000-4999: Books And Supplies ELA curriculum	4000-4999: Books And Supplies ELA curriculum (6th grade)
Amount	\$72,000	\$20,000	N/A
Source	Locally Defined	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies SFA Curriculum (PCSGP/Walton)	4000-4999: Books And Supplies SFA Curriculum	Not Applicable Moved to Action 12
Amount	\$6,000	\$6,000	\$5,700
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Math Resources and Manipulative (Walton)	4000-4999: Books And Supplies Math Resources and Manipulative	4000-4999: Books And Supplies Math Resources and Manipulative
Amount	\$6,200	\$3,442	\$7,355
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies TCI Social Studies (PCSGP)	4000-4999: Books And Supplies Studies weekly Social Studies curriculum	4000-4999: Books And Supplies Social Studies Curriculum

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)

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	LEA-wide	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

New Action	Unchanged Action	
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2017-18 Actions/Services

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

2018-19 Actions/Services

Provide Professional Development for teachers and paraprofessionals, focusing on literacy, CCSS, and English Language development.

2019-20 Actions/Services

Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,000	\$40,000	\$20,000
Source	Locally Defined	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Success for All Coaching and PD	5800: Professional/Consulting Services And Operating Expenditures Success for All Coaching and PD	5800: Professional/Consulting Services And Operating Expenditures Success for All Coaching and PD
Amount	\$7,000	\$12,495	\$8,000
Source	Base	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CMAST Teacher Coaching	5800: Professional/Consulting Services And Operating Expenditures CMAST Teacher Coaching	5800: Professional/Consulting Services And Operating Expenditures Science Teacher Coaching

Amount	\$2,000	\$2,000	N/A
Source	Base	Base	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel for CMAST	5000-5999: Services And Other Operating Expenditures Travel for CMAST	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)

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

2017-18 Actions/Services

Actively promote academic success by providing parent education around academic standards and student achievement

2018-19 Actions/Services

Moved to goal two.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	N/A	N/A
Source	Base	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Parent University and Outreach supplies	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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

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

Modified 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 and incoming Kindergarten Students

2018-19 Actions/Services

Provide a Summer Academic program to support the needs of at-risk students and incoming Kindergarten Students

2019-20 Actions/Services

Provide a Summer Academic program to support the needs of at-risk students and incoming Kindergarten Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$2,800
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries SpEd teacher for Extended SY	1000-1999: Certificated Personnel Salaries SpEd teacher for Extended SY	1000-1999: Certificated Personnel Salaries SpEd teacher for Extended SY (10 Days)
Amount	15,000	15,000	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Paraprofessionals for Summer School/Kinder Camp	2000-2999: Classified Personnel Salaries Paraprofessionals for Kinder Camp	Not Applicable Incorporated into year round salary
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
Budget Reference	4000-4999: Books And Supplies Summer School/Kinder Camp Supplies	4000-4999: Books And Supplies Kinder Camp Supplies	4000-4999: Books And Supplies Kinder Camp Supplies

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)

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

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

Modified 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 Fall and Spring Intersessions to
support unduplicated students scoring in
the lowest 30% in Math or ELA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$20,000	\$2,500
Source	Supplemental and Concentration	Title I	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries After school Tutor	2000-2999: Classified Personnel Salaries After school Tutor	4000-4999: Books And Supplies Materials and resources for intercession
Amount	\$2,000	\$5,000	
Source	Supplemental and Concentration	Title I	
Budget Reference	4000-4999: Books And Supplies Tutoring Supplies and Software	4000-4999: Books And Supplies Tutoring Supplies and Software	

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)

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

2017-18 Actions/Services

Implement an after school program to provide an Academic Enrichment opportunity for students.

2018-19 Actions/Services

Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.

2019-20 Actions/Services

Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$68,000	\$97,400	\$122,300
Source	Base	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries After School paraprofessionals	2000-2999: Classified Personnel Salaries After School paraprofessionals and Director	2000-2999: Classified Personnel Salaries After School paraprofessionals

Amount	\$30,000	\$50,000	\$30,000
Source	Base	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies After School program Supplies	4000-4999: Books And Supplies After School program Supplies	4000-4999: Books And Supplies After School program Supplies

Action 11

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	
	Hire part time librarian to support implementation of reading initiatives.	Part time Librarian to support school-wide literacy initiatives

Budgeted Expenditures

Amount		\$35,000	\$40,376
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries Librarian Salary	1000-1999: Certificated Personnel Salaries Librarian Salary

Action 12

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	
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Actions/Services

	New Action	
	Provide rigorous leveled literacy instruction school wide to support English language development of EL's and all students.	Provide rigorous leveled literacy instruction school wide to support English language development of EL's and all students.

Budgeted Expenditures

Amount		\$20,000	\$5,700
Source		Base	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies SFA Materials and Supplies	4000-4999: Books And Supplies Additional SFA Materials and Supplies

Action 13

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR		
English Learners Foster Youth Low Income	Schoolwide	

Actions/Services

	New Action	
	Implement co-teaching model in grades K-5.	Continue co-teaching model in grades K-6

Budgeted Expenditures

Amount		\$324,700	\$443,500
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries SpEd teachers and Coordinator	1000-1999: Certificated Personnel Salaries SpEd teachers and Coordinator
Amount			\$134,000
Source			Special Education
Budget Reference			3000-3999: Employee Benefits SpEd teachers and Coordinator Benefits

Action 14

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	Hire and train instructional coaches for teacher support and professional development.	Continue instructional coaches for teacher support and professional development.

Budgeted Expenditures

Amount		\$163,000	\$168,000
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries 2 teacher coaches	1000-1999: Certificated Personnel Salaries 2 teacher coaches

Amount		\$43,000	\$43,820
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Teacher coach benefits	3000-3999: Employee Benefits Teacher coach benefits

Action 15

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Schoolwide

Actions/Services

	New Action	Modified Action
	Implement ELLevate platform in order to better target lessons and track data for EL students.	No longer using

Budgeted Expenditures

Amount		\$8,000	N/A
Source		Supplemental and Concentration	Not Applicable
Budget Reference		5000-5999: Services And Other Operating Expenditures ELLevate license fee	Not Applicable N/A

Action 16

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

		New Action
		Addition of Small Group Instructors (SGI's) in STEM classes to primarily support unduplicated student academic needs.

Budgeted Expenditures

Amount			\$310,200
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 11 SGI Salaries
Amount			\$74,800
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits 11 SGI Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Increased parental involvement to support improved proficiency of ELL, low income, and students with exceptional needs. Our EL students were 18 points below the standard in math and 9 points below in ELA. Additionally, our low income students were 45 points below the standard in math and 42 points below the standard in ELA. The school aims to close this gap for our low income and EL students by continuing to build strong partnerships with parents including those with unduplicated students and exceptional needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
How the district promotes participation of parents for pupils with exceptional needs. (Priority 3A)	(No Baseline) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.	Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.	Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
How the district promotes participation of students for unduplicated pupils. (Priority #3B)	Monthly parent communications used to communicate volunteer opportunities.	Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.	Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.	Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.
Efforts to seek parent input and making decisions at the school site. (Priority 3A)	Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc.	75% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.	80% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.	80% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.
How the district promotes participation of parents for unduplicated students. (Priority 3B)	Provided translation services of the time for parents/guardians	Maintain 100% translation services for parents/guardians	Maintain 100% translation services for parents/guardians	Maintain 100% translation/ interpretation services for parents/guardians.
Chronic absenteeism rates. (Priority 5B)	Chronic Absenteeism Rate (No Baseline)	Chronic Absenteeism rate to be less than 7%	Maintain Chronic Absenteeism rate to be less than 7%	Maintain Chronic Absenteeism rate to be less than 7%
School attendance rates. (Priority 5A)	Average Daily Attendance rate (No Baseline)	Improve school attendance rate to be at 97% or above	Maintain school attendance rate to be at 97% or above	Maintain school attendance rate to be at 97% or above
Other local measures on sense of safety and school connectedness. (Priority 6C)	Discipline citation rate (No Baseline)	Maintain the rate of discipline citations/referrals less than 10%	Maintain the rate of discipline citations/referrals less than 10%	Maintain the rate of discipline citations/referrals less than 10%
Suspension rates. (Priority 6A)	Suspension rate (No Baseline)	Maintain Suspension rate to be less than 2%	Maintain Suspension rate to be less than 2%	Maintain Suspension rate to be less than 2%
Expulsion rate. (Priority 6B)	Expulsion rate (No Baseline)	Maintain Expulsion rate to be less than 1%	Maintain Expulsion rate to be less than 1%	Maintain Expulsion rate to be less than 1%

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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,000	\$84,240	\$86,767
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries AP Student Affairs	1000-1999: Certificated Personnel Salaries AP Student Affairs	1000-1999: Certificated Personnel Salaries AP Student Affairs

Amount	\$11,000	\$24,000	\$22,418
Source	Base	Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits Benefits AP Student Affairs	3000-3999: Employee Benefits Benefits AP Student Affairs	3000-3999: Employee Benefits Benefits AP Student Affairs

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)

Actions/Services

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

New 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 Restorative Justice techniques.

2018-19 Actions/Services

Continue Professional Development for teachers and paraprofessionals on Restorative Justice techniques.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$0	N/A
Source	Base		Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training by FPU Center for Restorative Justice	Continued training to be provided in-house	Not Applicable Continued training to be provided in-house
Amount	\$1,500	C	N/A
Source	Base	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Rest. Justice PD Course for 2	Not Applicable Continued training to be provided in-house	Not Applicable Continued training to be provided in-house

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

New 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

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

In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.

2019-20 Actions/Services

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 School Messenger License and Fees	Not Applicable Transitioned to new service funded by Home Office	Not Applicable Transitioned to new service funded by Home Office
Amount	\$3,000	\$3,000	N/A
Source	Base	Base	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Communication Supplies	5000-5999: Services And Other Operating Expenditures Parent Communication Supplies	Not Applicable Included in new service provided by Home Office

Amount	\$5,000	\$6,205	\$6,500
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard License and Fees	5000-5999: Services And Other Operating Expenditures Kickboard License and Fees	5000-5999: Services And Other Operating Expenditures Kickboard License and Fees

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)

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

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

Provide monthly opportunities for family engagement through the B.E.L.I.E.V.E. program.

2019-20 Actions/Services

Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$6,500
Source	Base	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Literacy and STEM night Materials	4000-4999: Books And Supplies Literacy and STEM night Materials	4000-4999: Books And Supplies Family Engagement Materials.
Amount	\$2,000	\$5,000	N/A
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Parent University class materials	4000-4999: Books And Supplies Family engagement materials and supplies	Not Applicable Moved to action above

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

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

Provide a translator(s) for PoGA, Governance, SSC and other school site activities.
Translation Services for Compliance documents
Purchase translation device to be used in Parent meetings

2018-19 Actions/Services

Translate all school documents and provide translation services at all parent meetings.

2019-20 Actions/Services

Translate all school documents and provide translation services for all parent meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,500	\$3,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Document Tracking Services Fees	5000-5999: Services And Other Operating Expenditures Document Tracking Services Fees	5800: Professional/Consulting Services And Operating Expenditures Document Tracking Services Fees
Amount	\$3,000	\$4,000	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Devices for Parent Meetings	5000-5999: Services And Other Operating Expenditures Translation Devices for Parent Meetings	Not Applicable one time cost, no needed

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)

Location(s):

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

All

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

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

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

2018-19 Actions/Services

Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.

2019-20 Actions/Services

Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Mileage for home visits	5000-5999: Services And Other Operating Expenditures Mileage for home visits	5000-5999: Services And Other Operating Expenditures Mileage for home visits

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)

Location(s):

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

All

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

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

Provide Positive Behavior Intervention for targeted students.

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

2018-19 Actions/Services

Provide student incentives through the student store program.

2019-20 Actions/Services

Provide student incentives through the students store program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$5,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Student Incentive Materials	4000-4999: Books And Supplies Student Incentive Materials	4000-4999: Books And Supplies Student Incentive 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)

Location(s):

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

All

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

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

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

2018-19 Actions/Services

Quarterly field trips.

2019-20 Actions/Services

Quarterly field trips to provide increased curricular experiences for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$25,000	\$21,000
Source	Base	Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips costs	5000-5999: Services And Other Operating Expenditures School Field Trips costs	5000-5999: Services And Other Operating Expenditures School Field Trips costs

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)

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

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

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

2018-19 Actions/Services

Behavior Specialist to work with students, parents, and teachers.

2019-20 Actions/Services

Behavior Specialist to work with students, parents, and teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$67,600	\$69,628
Source	Supplemental and Concentration	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Specialist	2000-2999: Classified Personnel Salaries Behavior Specialist	2000-2999: Classified Personnel Salaries Behavior Specialist Salary
Amount	\$8,000	\$8,000	\$7,000
Source	Supplemental and Concentration	Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits Benefits, Behavior Specialist	3000-3999: Employee Benefits Benefits, Behavior Specialist	3000-3999: Employee Benefits Benefits, Behavior Specialist

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

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

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

2019-20 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

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$4,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries APTT Child Care and Interpreters	2000-2999: Classified Personnel Salaries APTT Child Care and Interpreters	2000-2999: Classified Personnel Salaries APTT Child Care and Interpreters

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)

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

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

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	\$4,000	\$5,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Appreciation Night	5000-5999: Services And Other Operating Expenditures Parent Appreciation Night	5000-5999: Services And Other Operating Expenditures Parent Appreciation Night

Action 12

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Hire a parent liaison and resources for our Parent Center.

No Longer planned

Budgeted Expenditures

Amount

\$22,000

N/A

Source

Supplemental and Concentration

Not Applicable

Budget
Reference

2000-2999: Classified Personnel
Salaries
parent liaison

Not Applicable
N/A

Amount

\$5,320

N/A

Source

Supplemental and Concentration

Not Applicable

Budget
Reference

3000-3999: Employee Benefits
parent liason benefits

Not Applicable
N/A

Action 13

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Modified Action

Increase social/emotional services to all students with the primary focus on

Increase social/emotional services to all students with the primary focus on

	unduplicated students through small group and 1:1 counseling.	unduplicated students through small group and 1:1 counseling.
--	---	---

Budgeted Expenditures

Amount		\$87,000	\$85,782
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries School Psychologist Salary	1000-1999: Certificated Personnel Salaries School Psychologist Salary
Amount		\$25,000	\$19,407
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits School Psych Benefits	3000-3999: Employee Benefits School Psych Benefits

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

Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil outcomes in subjects described in 51210/51220. (Priority 8)	(N0 Baseline) of student will participate in Physical Education classes	100% of student will participate in Physical Education classes	100% of student will participate in Physical Education classes	100% of student will participate in Physical Education classes
Pupil outcomes in subjects described in 51210/51220. (Priority 8)	100% of students in K-4 participate in 12 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
Pupil outcomes in subjects described in 51210/51220. (Priority 8)	(No Baseline) families participate in a family cooking class	30 families to participate in a family cooking class	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

New 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

PE teachers provide additional opportunities for physical education and activities.

PE & playground materials.

2018-19 Actions/Services

Art, music, and Physical Education program for all grades.

2019-20 Actions/Services

Art, music, and Physical Education program for all grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	52,000	\$54,500
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries PE Teacher Salary	1000-1999: Certificated Personnel Salaries PE Teacher Salary	1000-1999: Certificated Personnel Salaries PE Teacher Salary
Amount	\$5,000	\$15,000	\$16,610
Source	Base	Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits PE Teacher Benefits	3000-3999: Employee Benefits PE Teacher Benefits	3000-3999: Employee Benefits PE Teacher Benefits
Amount	\$7,000	\$5,000	\$5,000
Source	Locally Defined	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies PE Supplies (PCSGP)	4000-4999: Books And Supplies PE Supplies	4000-4999: Books And Supplies PE Supplies
Amount		\$55,000	\$62,000
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries Music Teacher Salary	1000-1999: Certificated Personnel Salaries Upper Grade Music Teacher Salary
Amount		\$16,000	\$17,960
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Music Teacher Benefits	3000-3999: Employee Benefits Upper Grade Music Teacher Benefits
Amount		\$2,000	\$3,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies Music Supplies	4000-4999: Books And Supplies Music Supplies

Amount		\$46,800	\$48,204
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries Art teacher salary	1000-1999: Certificated Personnel Salaries Art teacher salary
Amount		\$14,000	\$15,476
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Art Teacher Benefits	3000-3999: Employee Benefits Art Teacher Benefits
Amount		\$10,000	\$10,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies Art Supplies	4000-4999: Books And Supplies Art Supplies
Amount			\$52,000
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Lower Grade Music Teacher Salary

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New 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

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

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

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

2018-19 Actions/Services

Offer a comprehensive Edible School Yard Program.

2019-20 Actions/Services

Offer a comprehensive Edible School Yard Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$190,000	\$240,000	\$264,000
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries ESY Teacher Salaries (5)	2000-2999: Classified Personnel Salaries ESY Teacher Salaries (6)	2000-2999: Classified Personnel Salaries ESY Teacher Salaries (6)
Amount	\$25,000	\$50,000	\$40,000
Source	Base	Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits ESY Teacher Benefits (5)	3000-3999: Employee Benefits ESY Teacher Benefits (6)	3000-3999: Employee Benefits ESY Teacher Benefits (6)

Amount	\$2,000	\$15,000	\$16,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Family Cooking Classes	4000-4999: Books And Supplies ESY Supplies and Materials	4000-4999: Books And Supplies ESY Supplies and 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)

Location(s):

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

All

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)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

New 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 recipe contests to

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

2018-19 Actions/Services

Incorporated into previous action step.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

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

Quarterly family activities to promote health and wellness.

2019-20 Actions/Services

Quarterly family activities to promote health and wellness including Family Cooking Classes, Garden Days and a wellness fair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,500	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplies for family Activities	5000-5999: Services And Other Operating Expenditures Supplies for family Activities	4000-4999: Books And Supplies Supplies for family Activities

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)

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

New 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

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.

2018-19 Actions/Services

Incorporated into previous action.

2019-20 Actions/Services

Grimmway Academy will hold a Farmers Market on campus for families and community members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Wellness Fair supplies		

Action 6

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Develop structured recess program to engage all students in various physical and social games during breaks.

Develop structured recess program to engage all students in various physical and social games during breaks.

Budgeted Expenditures

Amount		\$104,000	\$117,525
Source		Supplemental and Concentration	LCFF Base
Budget Reference		2000-2999: Classified Personnel Salaries Recess Coaches (5 PT and 1 FT)	2000-2999: Classified Personnel Salaries Recess Coaches (5 PT and 1 FT)

Amount		\$6,000	\$6,800
Source		Supplemental and Concentration	LCFF Base
Budget Reference		3000-3999: Employee Benefits FT Recess Coach Benefits	3000-3999: Employee Benefits FT Recess Coach Benefits
Amount		\$5,000	\$5,000
Source		Supplemental and Concentration	LCFF Base
Budget Reference		4000-4999: Books And Supplies Structured Recess Supplies	4000-4999: Books And Supplies Structured Recess Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,470,866

Percentage to Increase or Improve Services

30%

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

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

The school will continue to improve services for unduplicated pupils by expanding or staffing model to include small group instructors (SGI's) in every grade level. The SGIs will be responsible for working with the teacher to review data and provide targeted small group instruction to students, with a primary focus on unduplicated students, in order to address learning gaps. In addition, the school will continue to provide coaching for teachers, high-quality curricular materials, including the SFA program, and further develop the Solution Teams continuous cycle of improvement. After school and intersession tutoring has been added for students performing in the lowest 30% of the school in either math or reading. Online learning programs have been added to improve services to unduplicated pupils, which include the addition of the ALEKS program, a research-proven reading program that also builds critical thinking skills, to target the lowest performing 20% of students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,230,622

Percentage to Increase or Improve Services

30%

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

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

The school will continue to improve Success For All services for unduplicated pupils by expanding the program to include 5th grade, providing continuous coaching for teachers, continuing to provide the high quality SFA curricular materials and further developing the Solutions Teams continuous cycle of improvement. After school tutoring has been added for student performing in the lowest 30% of the school in either math or reading. The quality of the services for unduplicated pupils in the Lab classes is being improved by adding a paraprofessional to support small groups and guided instruction for intervention services. At total of 6 paraprofessional are being added to the campus. Online learning programs have been added to improve services to unduplicated pupils which includes the addition of the IQ program, a research proven reading program that also builds critical thinking skills, to target the lowest performing 20% of students. The Elevate platform has been added to improve instructional planning and monitoring of achievement/services for ELL students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$	%

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

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



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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,523,082.00	2,631,605.00	1,326,810.00	2,512,082.00	3,189,950.00	7,028,842.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	147,400.00	148,000.00	0.00	147,400.00	152,300.00	299,700.00
Base	1,167,467.00	1,201,484.00	615,660.00	1,156,467.00	0.00	1,772,127.00
LCFF Base	0.00	0.00	0.00	0.00	1,261,659.00	1,261,659.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	1,080,403.00	1,080,403.00
Locally Defined	0.00	0.00	249,650.00	0.00	0.00	249,650.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	334,700.00	365,000.00	10,000.00	334,700.00	580,300.00	925,000.00
Supplemental and Concentration	720,020.00	760,967.00	261,500.00	720,020.00	0.00	981,520.00
Title I	141,000.00	135,200.00	190,000.00	141,000.00	107,288.00	438,288.00
Title II	12,495.00	20,954.00	0.00	12,495.00	8,000.00	20,495.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,523,082.00	2,631,605.00	1,326,810.00	2,512,082.00	3,189,950.00	7,028,842.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,172,420.00	1,200,604.00	291,000.00	1,172,420.00	1,377,407.00	2,840,827.00
2000-2999: Classified Personnel Salaries	707,000.00	808,200.00	556,500.00	684,000.00	1,018,653.00	2,259,153.00
3000-3999: Employee Benefits	308,020.00	310,458.00	113,000.00	320,020.00	539,115.00	972,135.00
4000-4999: Books And Supplies	188,742.00	159,759.00	231,610.00	188,742.00	187,775.00	608,127.00
5000-5999: Services And Other Operating Expenditures	94,405.00	83,290.00	119,300.00	94,405.00	35,500.00	249,205.00
5800: Professional/Consulting Services And Operating Expenditures	52,495.00	69,294.00	15,400.00	52,495.00	31,500.00	99,395.00
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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,523,082.00	2,631,605.00	1,326,810.00	2,512,082.00	3,189,950.00	7,028,842.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	518,720.00	518,720.00	216,000.00	518,720.00	0.00	734,720.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	511,847.00	511,847.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	334,100.00	334,100.00
1000-1999: Certificated Personnel Salaries	Special Education	334,700.00	365,000.00	10,000.00	334,700.00	446,300.00	791,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	229,000.00	223,284.00	65,000.00	229,000.00	0.00	294,000.00
1000-1999: Certificated Personnel Salaries	Title I	90,000.00	93,600.00	0.00	90,000.00	85,160.00	175,160.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	97,400.00	128,000.00	0.00	97,400.00	122,300.00	219,700.00
2000-2999: Classified Personnel Salaries	Base	307,600.00	344,600.00	258,000.00	307,600.00	0.00	565,600.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	451,153.00	451,153.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	445,200.00	445,200.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	282,000.00	328,000.00	108,500.00	259,000.00	0.00	367,500.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00	7,600.00	190,000.00	20,000.00	0.00	210,000.00
3000-3999: Employee Benefits	Base	204,700.00	203,700.00	49,000.00	193,700.00	0.00	242,700.00
3000-3999: Employee Benefits	LCFF Base	0.00	0.00	0.00	0.00	170,084.00	170,084.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	212,903.00	212,903.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	0.00	134,000.00	134,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Supplemental and Concentration	77,320.00	77,758.00	64,000.00	100,320.00	0.00	164,320.00
3000-3999: Employee Benefits	Title I	26,000.00	29,000.00	0.00	26,000.00	22,128.00	48,128.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	50,000.00	20,000.00	0.00	50,000.00	30,000.00	80,000.00
4000-4999: Books And Supplies	Base	95,242.00	96,259.00	59,460.00	95,242.00	0.00	154,702.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	0.00	0.00	96,075.00	96,075.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	61,700.00	61,700.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	162,650.00	0.00	0.00	162,650.00
4000-4999: Books And Supplies	Supplemental and Concentration	38,500.00	38,500.00	9,500.00	38,500.00	0.00	48,000.00
4000-4999: Books And Supplies	Title I	5,000.00	5,000.00	0.00	5,000.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Base	41,205.00	38,205.00	17,800.00	41,205.00	0.00	59,005.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	32,500.00	32,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	87,000.00	0.00	0.00	87,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	53,200.00	45,085.00	14,500.00	53,200.00	0.00	67,700.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	15,400.00	0.00	0.00	15,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	23,500.00	23,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	40,000.00	48,340.00	0.00	40,000.00	0.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	12,495.00	20,954.00	0.00	12,495.00	8,000.00	20,495.00
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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,481,417.00	1,527,533.00	824,610.00	1,481,417.00	2,105,373.00	4,411,400.00
Goal 2	399,365.00	424,772.00	216,700.00	388,365.00	345,502.00	950,567.00
Goal 3	642,300.00	679,300.00	285,500.00	642,300.00	739,075.00	1,666,875.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					