

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grimmway Academy Arvin

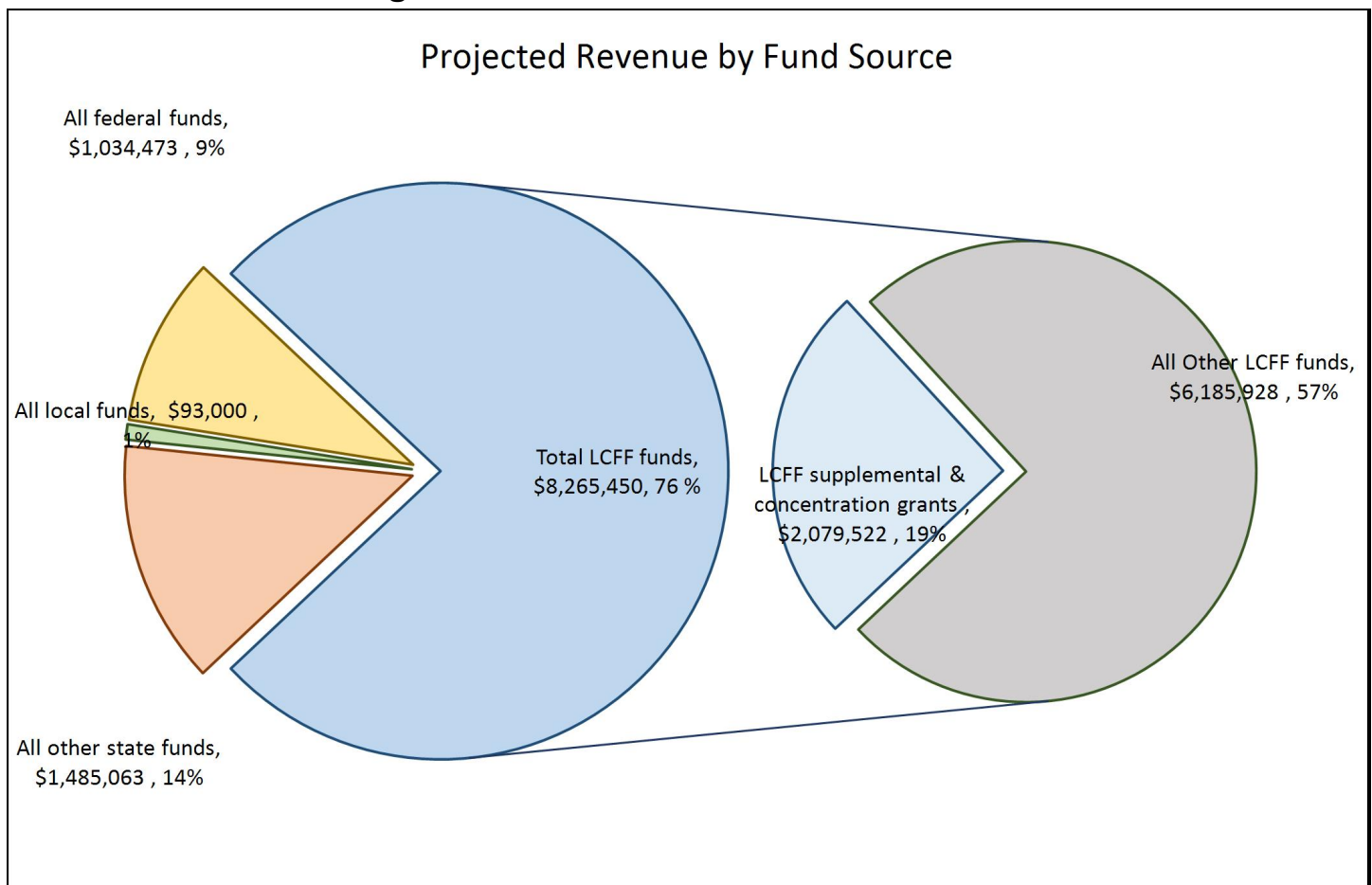
CDS Code: 15101570124040

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

LEA contact information: Hurshel Williams, 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

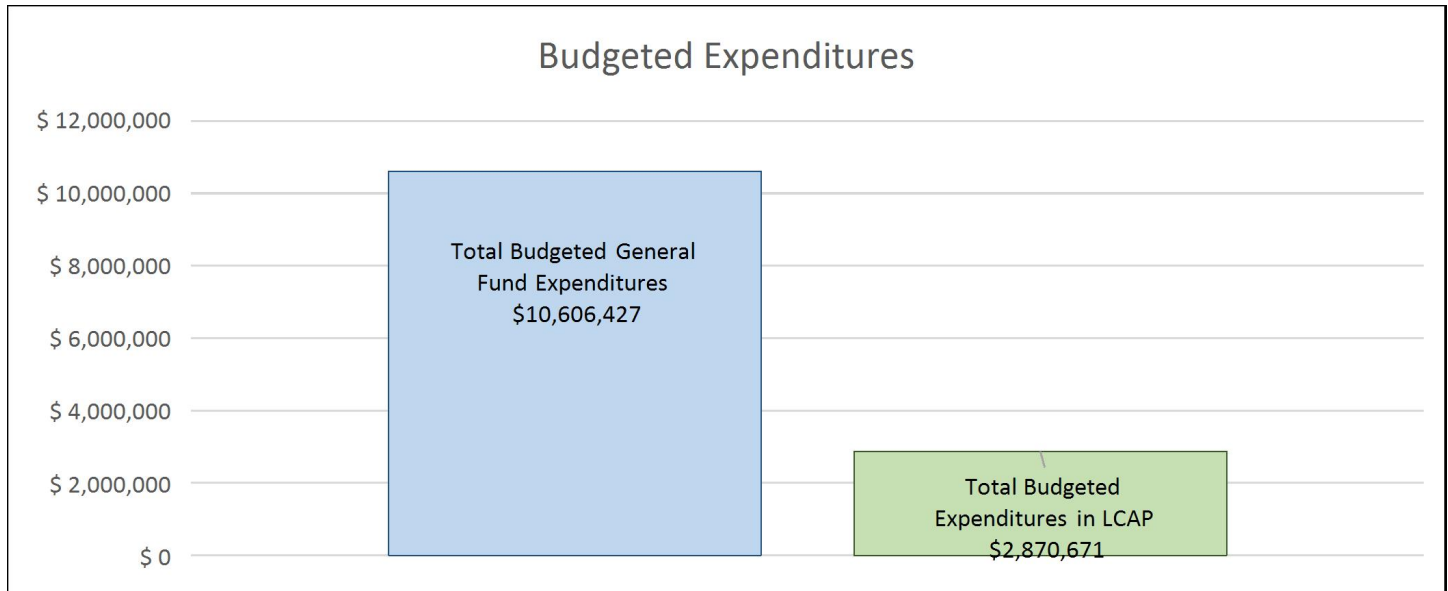


This chart shows the total general purpose revenue Grimmway Academy Arvin expects to receive in the coming year from all sources.

The total revenue projected for Grimmway Academy Arvin is \$10,877,986, of which \$8,265,450 is Local Control Funding Formula (LCFF), \$1,485,063 is other state funds, \$93,000 is local funds, and \$1,034,473 is federal funds. Of the \$8,265,450 in LCFF Funds, \$2,079,522 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 Arvin 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 Arvin plans to spend \$10,606,427 for the 2019-20 school year. Of that amount, \$2,870,671 is tied to actions/services in the LCAP and \$7,735,756 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not in the LCAP include salaries and facility and operational costs.

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

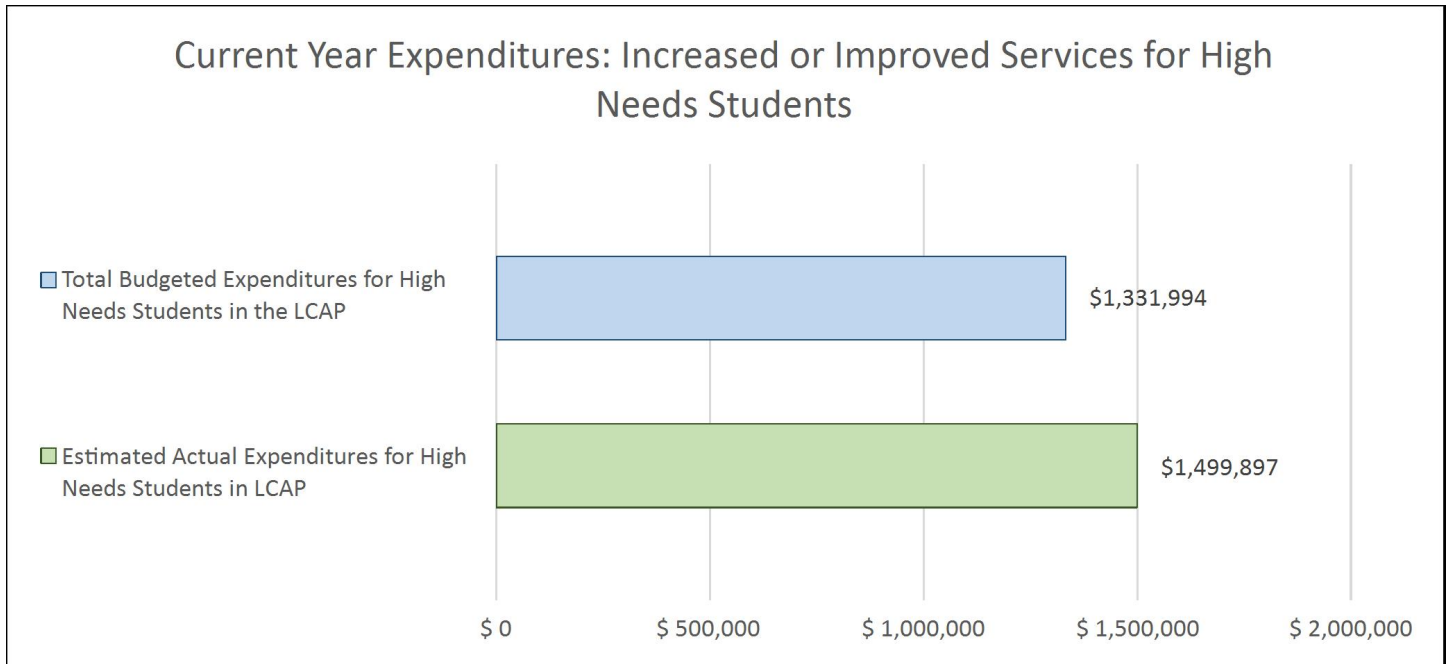
In 2019-20, Grimmway Academy Arvin is projecting it will receive \$2,079,522 based on the enrollment of foster youth, English learner, and low-income students. Grimmway Academy Arvin must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Grimmway Academy Arvin plans to spend \$2131041 on actions to meet this requirement.

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

Grimmway Academy has an 87.5% 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 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 Arvin 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 Arvin 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 Arvin's LCAP budgeted \$1,331,994 for planned actions to increase or improve services for high needs students. Grimmway Academy Arvin estimates that it will actually spend \$1,499,897 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)

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

LEA Name

Grimmway Academy Arvin

Contact Name and Title

Hurshel Williams  
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 (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

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

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 Arvin 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 Arvin) to help others achieve their goals.

## LCAP Highlights

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

Through an analysis of our state and local data and input from staff and stakeholders, we identified four areas of focus for the 2019-20 school year:

1) Our state and local assessment data shows that our Math Achievement scores fall below our reading scores. In order to address this issue, additional action steps have been added in order to increase student achievement in the area of Math. Notable is our continued partnership with educators from Loyola Marymount University's Center for Math and Science Teaching (CMAST), as well as our Math Instructional Coaches attending the UCSB Mathematics Project Summer Workshop.

2) In order to continue our progress in the area of reading for all students as well as English Language Learners (ELL), we will continue to invest in our reading program, Success For All (SFA), and additional relevant professional development opportunities for our teachers focused on ELL strategies, including Project GLAD strategies.

3) It is our belief that authentic parent engagement and education is the key to student success. We included action steps to support the expansion of our parent engagement opportunities, including offering family cooking classes, family activities on campus such as the Super Hero Run and community events such as the Health and Wellness Fair and Farmers' Markets.

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

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

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

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

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

Based on the preliminary results of the 2018-19 SBAC results, we showed progress in both Math and ELA achievement. In the area of ELA, we increased significantly overall with a 29 point increase in our distance from three schoolwide. In addition, we increased the percent of students who achieved met or exceeded by 11%, to 46% from 35% in 2017-18. In the area of Math, we increased overall with an 11 point increase in our distance from three schoolwide. Additionally, we increased our percent of students who achieved met or exceeded by 3%, to 34% from 31% in 2017-18.

When looking at our economically disadvantaged, RFEP, students with disabilities, and Hispanic subgroups, Grimmway Academy Arvin surpassed the 2017-18 California state averages comparatively in both Math and ELA achievement.

Grimmway Academy Arvin is expected to move from Orange in 2017-18 to yellow in 2018-19 overall in both Math and ELA achievement. Similarly, our economically disadvantaged and Hispanic subgroups will also jump from orange to yellow on the CA Dashboard.

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

Based on the preliminary 2018-19 results, our greatest area of need continues to be English learners and students with disabilities in both math and ELA. This year students with disabilities increased significantly in both Math and ELA, however, their dashboard performance level remains orange, same as 2017-18 results, based on average distance from three. Our English learner subgroup declined significantly in both Math and ELA based on the 2018-19 preliminary results. It is expected that our ELL students will be orange in the area of Math and red in the area of ELA. In order to support the growth of both ELL and students with disabilities, Grimmway will increase site leadership training with GLAD and differentiation. In addition, we will be adding a small group instructor (SGI) to all of our k-6 classrooms in order to foster the individualized growth of all students, including ELL and students with disabilities



In addition, all students fell in the orange category for Math, ELA and Chronic Absenteeism on Fall 18 Dashboard. Preliminary SBAC results show that Math and ELA scores will move us into the Yellow category while Chronic Absenteeism will maintain in orange. With the implementation of the Behavior Specialist as well as other school culture initiatives put in place during the 18-19 school year, we anticipate these categories to increase to yellow. During the 19-20 school year, we will continue to implement actions such as a full-time school counselor, the addition of an Assistant Principal of Student Affairs and numerous parent outreach nights to continue to decrease student absenteeism.

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

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

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

- All Students: (-41.3 points)
- English Learners: (-60.2 points; -18.9 points from "All Students")
- Hispanic: (-41.5 points; No gap from "All Students")
- Socioeconomically Disadvantaged (-47.7 points, -6.4 points from "All Students")
- Students with Disabilities (-110.6 points; -69.3 points from "All Students")

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

- All Students: (-48.8 points)
- English Learners: (-66.8 points; -18 points from "All Students")
- Hispanic: (-48.8; No gap from "All Students")
- Socioeconomically Disadvantaged (-55.8 points; -7 points from "All Students")
- Students with Disabilities (-132.4 points; -83.6 points from "All Students")

1) Continued Math Professional development through a third-party consultant to growth for all students, including strategies to meet the needs of English Language Learners.

2) Continued emphasis on instructional coaches and partnership with the new teacher center to support coach development and growth.

3) Add a VP of Academics to support the growth of new and experienced teachers. In addition, the VP will monitor student progress and achievement on internal and external assessments.

4) Summer School program to include Math intervention for the lowest 20% of students in each grade level. In addition, the Summer school will be provided to all students in Tier 3 of our SST process for Math and/or reading.

- 5) Increased services to support EL's, socioeconomically disadvantaged and Hispanic students, including additional software and small group instruction to support growth in the Learning Lab.
- 6) Increased instructional staff to provide a small group instructor (SGI) in all K-6 classrooms to all students, including ELL and student with disabilities.

## 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 has not 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.

Grimmway Academy has not been identified for 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 has not been identified for 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 dynamic learning experience that inspires students and teachers to reach for higher academic achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)</p> <p><b>18-19</b> 100% of teachers will be appropriately assigned and fully credentialed in subject areas</p> <p><b>Baseline</b> 82 % of teachers are appropriately assigned and fully credentialed in subject areas</p>	<p>100% of teachers are appropriately assigned and fully credentialed in subject areas</p>
<p><b>Metric/Indicator</b> Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)</p> <p><b>18-19</b> 100% of Math &amp; English teachers will receive professional development in CCSS</p>	<p>100% of Math &amp; English teachersreceived professional development in CCSS</p>

## Expected

### 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

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

### Baseline

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

## Actual

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

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

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

34.9% of students meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

## Expected

### Metric/Indicator

State Assessments (Priority #4a)

#### 18-19

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

#### Baseline

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

### Metric/Indicator

State Assessments (Priority #4a)

#### 18-19

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

#### Baseline

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

### Metric/Indicator

State Assessments (Priority #4a)

#### 18-19

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

#### Baseline

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

### Metric/Indicator

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

#### 18-19

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

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

#### Baseline

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

## Actual

5.3% of ELL students meet or exceeded the Common Core Standards in Math on Smarter Balanced Assessments

30.8% of students meet or exceeded the Common Core Standards in Math on Smarter Balanced Assessments

4.5% of ELL students meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

60% of students met growth targets on NWEA (Priority #4)

Transition to ELPAC, growth scores not yet available

## Expected

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

### **Metric/Indicator**

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

**18-19**

N/A

### **Baseline**

61.1% of ELL students met AMAO target #1 (Priority #4)

### **Metric/Indicator**

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

**18-19**

N/A

### **Baseline**

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

### **Metric/Indicator**

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

**18-19**

Transition to ELPAC. Current results show 48.94% of students scoring 4 or 5 on the 17-18 summative ELPAC.

### **Baseline**

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

### **Metric/Indicator**

EL reclassification rate (Priority #4e)

**18-19**

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

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

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

### **Baseline**

ELL reclassification rate at 31% (Priority #4)

## Actual

EL Progress- 30.2% Level 4; 46.4% Level 3; 17.9% Level 2; 5.5% level 1

N/A- See Goal for AMAO target #1

N/A- See Goal for AMAO target #1

Reclassification rate of 6.4% of ELL students (Priority #4)

## Expected

### Metric/Indicator

Access to programs/services by students with exceptional needs (7c)

#### 18-19

Maintain 100% of Identified Special Education receiving adequate services as described in their IEP

#### Baseline

100% of Identified Special Education receiving adequate services as described in their IEP

### Metric/Indicator

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.(Priority# 7b)

#### 18-19

100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.

#### Baseline

100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.

### Metric/Indicator

Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)

#### 18-19

100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.

#### Baseline

100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.

### Metric/Indicator

Percent of Students passing the AP exam with a 3 or better (Priority #4f)

#### 18-19

N/A

#### Baseline

N/A

### Metric/Indicator

Percent of students who participate in and demonstrate college preparedness on EAP (Priority 4g)

## Actual

100% of Identified Special Education received adequate services as described in their IEP

100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.

100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.

Priority #4c- % of pupils completing A-G or CTE courses= N/A

N/A

N/A

Expected

Actual

18-19

N/A

Baseline

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention and enrichment time to be provided to students during the day period to supplement instruction	Intervention and enrichment time was provided to students during the day period to supplement instruction	Not Applicable Not Applicable 0	Not Applicable Not Applicable 0
		Classified Salaries (LL-IAs-3) 2000-2999: Classified Personnel Salaries Title I \$138,000	Classified Salaries (only hired 2 IA's) 2000-2999: Classified Personnel Salaries Title I \$81,952
		Not Applicable Not Applicable 0	Not Applicable Not Applicable 0
		Benefits (3- Inst Assts ) 3000-3999: Employee Benefits Title I \$20,000	Benefits (2- Inst Assts ) 3000-3999: Employee Benefits Title I \$13,000
		Classified Salaries-LL Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,000	Classified Salaries-LL Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,000
		Benefits -LL Aides 3000-3999: Employee Benefits Title III \$27,000	Benefits -LL Aides 3000-3999: Employee Benefits Title III \$20,400
		2 IA's (LC) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$88,000	2 IA's (LC) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$87,000
		LC-Instructional Assts-2 3000-3999: Employee Benefits	LC-Instructional Assts-2 3000-3999: Employee Benefits

		Supplemental and Concentration \$15,000	Supplemental and Concentration \$13,000
		Not Applicable Not Applicable 0	Not Applicable Not Applicable 0

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention Coordinator to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.	Intervention Coordinator to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$86,000	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$75,000
		Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Supplemental and Concentration \$20,000	Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Supplemental and Concentration \$19,000
		Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,500	Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full time Librarian and Library Assistant positions.	Full time Librarian and Library Assistant positions.	Librarian 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000	Librarian 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000
Continue to grow library to create additional reading opportunities.	Continue to grow library to create additional reading opportunities.	Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000	Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,800
Increase number of books in circulation (in students hands)	Increase number of books in circulation (in students hands)	Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$20,000	Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$20,000
		Library Books 4000-4999: Books And Supplies Base \$5,000	Library Books 4000-4999: Books And Supplies Base \$5,000



Library Technology 4000-4999:  
Books And Supplies Base 3,000

Library Technology 4000-4999:  
Books And Supplies Base 3,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	LL Software 4000-4999: Books And Supplies Supplemental and Concentration \$75,000	LL Software 4000-4999: Books And Supplies Supplemental and Concentration \$66,900

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to Common Core State Standards (CCSS) and NGSS materials to facilitate access to core curriculum	Increase access to Common Core State Standards (CCSS) and NGSS materials to facilitate access to core curriculum	Textbooks-Math 4000-4999: Books And Supplies Base \$2,000	Textbooks-Math 4000-4999: Books And Supplies Base \$3,263
		Textbooks-ELA 4000-4999: Books And Supplies Base \$53,000	Textbooks-ELA 4000-4999: Books And Supplies Base \$46,000
		Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Base \$63,000	Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies Base \$63,000
		CKLA Language Studio, Amplify ELD 4000-4999: Books And Supplies Supplemental and Concentration \$9,000	CKLA Language Studio, Amplify ELD 4000-4999: Books And Supplies Supplemental and Concentration \$9,000
		K-8 Science Curriculum 4000-4999: Books And Supplies Base \$55,000	K-8 Science Curriculum 4000-4999: Books And Supplies Base \$55,000
		K-6 History Curriculum 4000-4999: Books And Supplies Base \$2,000	K-6 History Curriculum 4000-4999: Books And Supplies Base \$2,000

Kinder Corner (SFA) 4000-4999:  
Books And Supplies  
Supplemental and Concentration  
\$1,200

Kinder Corner (SFA) 4000-4999:  
Books And Supplies  
Supplemental and Concentration  
\$1,200

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students	Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students	PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000	PD Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000
		PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,400	PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,400
		Travel-Success For All 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000	Travel-Success For All 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
		Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500.00	Math Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500.00
		N/A Not Applicable Not Applicable 0	N/A Not Applicable Not Applicable 0

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Actively promote college readiness and awareness by:

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

Actively promote college readiness and awareness by:

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

Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,500

Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,500

## Action 8

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,000

Travel - CMAST Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

### Estimated Actual Expenditures

PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$17,400

Travel - CMAST Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

## Action 9

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

SFA consumables 4000-4999: Books And Supplies Supplemental and Concentration \$4,600

N/A Not Applicable Not Applicable 0

### Estimated Actual Expenditures

SFA consumables 4000-4999: Books And Supplies Supplemental and Concentration \$4,600

N/A Not Applicable Not Applicable 0

N/A Not Applicable Not  
Applicable 0

N/A Not Applicable Not  
Applicable 0

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.	Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.	Kinder Camp 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,000	Kinder Camp 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,000
		Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,000	Kinder Camp 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,000
		Benefits - Kinder Camp 3000-3999: Employee Benefits Supplemental and Concentration \$4,500	Benefits - Kinder Camp 3000-3999: Employee Benefits Supplemental and Concentration \$4,500

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,000	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,000
		Benefits - After School Tutoring 3000-3999: Employee Benefits Supplemental and Concentration \$4,000	Benefits - After School Tutoring 3000-3999: Employee Benefits Supplemental and Concentration \$4,000

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Support students in their Art and Music education	Support students in their Art and Music education	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$108,000	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$105,000
		Benefits - Art & Music 3000-3999: Employee Benefits Supplemental and Concentration \$31,000	Benefits - Art & Music 3000-3999: Employee Benefits Supplemental and Concentration \$30,000
		Art/Music Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Art/Music Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add instructional coaches for teacher support and professional development.	Add instructional coaches for teacher support and professional development.	3 instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$227,000	3 instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$227,000
		Benefits- 3 instructional Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$65,000	Benefits- 3 instructional Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$65,000

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement ELlevation platform for improving services to English Language Learner students.	Implement ELlevation platform for improving services to English Language Learner students.	LMS for English Language Learners (EL Levate) 4000-4999: Books And Supplies Supplemental and Concentration \$12,500	LMS for English Language Learners (EL Levate) 4000-4999: Books And Supplies Supplemental and Concentration \$12,500

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Increase digital literacy with the addition of a K-6 Project Based Learning (PBL) teacher.

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

PBL Teacher Salary 1000-1999:  
Certificated Personnel Salaries  
Base \$58,000

PBL Teacher Salary 1000-1999:  
Certificated Personnel Salaries  
Base \$58,000

PBL Teacher 3000-3999:  
Employee Benefits Base \$16,000

PBL Teacher 3000-3999:  
Employee Benefits Base \$16,000

## 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.

\*\*Due to a DTS limitation, we are unable to add Priority 4C to the expected column. It is however listed in the actual as a N/A.

All actions and services associated with Goal 1 were implemented this year with a few modifications. Based on preliminary 18-19 SBAC data, the actions in goal 1 contributed to significant increases in Math and ELA scores for all students and most subgroups. There is still a significant gap with our EL students which we will continue to address in the 19-20 LCAP.

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

Based on internal assessment data including interim assessments and the NWEA assessments, student academic growth has been seen for all subgroups with approx 60% of students meeting their NWEA growth target. Preliminary 18-19 SBAC scores also indicate growth for all student groups except EL's in Math and ELA. These increases can be attributed to the interventions implemented through Action Steps: 1.0, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, and 1.11.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in estimated versus actual expenditures are based on three areas. Grimmway Academy was able to remodel the existing learning lab on the elementary campus which allowed us to eliminate one Instructional Assistant and still provide the same level of support for students. Our intervention coordinator salary was lower than expected due to a change in hiring. Our estimates in Learning Lab software came in lower once we received the actual invoices. The cost for our partnership with CMAST was split with our sister campus in Shafter which lowered the overall cost to the Arvin Campus.

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 to Goal #1 this year.

# 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 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

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

### 18-19

Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)

### Baseline

- 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.

### Metric/Indicator

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

### 18-19

Maintain monthly parent communications used to communicate volunteer opportunities.

### Baseline

Monthly parent communications used to communicate volunteer opportunities.

Actual

65% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)

Monthly parent communications used to communicate volunteer opportunities.



## Expected

### Metric/Indicator

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

#### 18-19

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

#### Baseline

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

### Metric/Indicator

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

#### 18-19

Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.

This will increase parent participation by 10% from the 17-18 school year.

#### Baseline

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

### Metric/Indicator

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

#### 18-19

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

#### Baseline

Chronic Absenteeism Rate is 3.5%

### Metric/Indicator

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

#### 18-19

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

#### Baseline

Average Daily Attendance rate is 96.6%

### Metric/Indicator

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

#### 18-19

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

#### Baseline

## Actual

70% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

Increase in parent participation by 5% from the 17-18 school year.

Chronic Absenteeism rate 8.8% (Priority #5)

School attendance rate 96% (Priority #5)

Middle School Drop Out rate 0%

## Expected

Middle School Drop Out rate 0%

### **Metric/Indicator**

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

### **18-19**

Maintain the rate of discipline citations/referrals by 15%

### **Baseline**

Discipline citation rate 6%

### **Metric/Indicator**

Suspension rate (Priority #6a.)

### **18-19**

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

### **Baseline**

Suspension rate is 1.9%

### **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 is 0%

### **Metric/Indicator**

High School dropout rate (Priority #5d)

### **18-19**

N/A

### **Baseline**

N/A

### **Metric/Indicator**

High School graduation rate (Priority #5e)

### **18-19**

N/A

### **Baseline**

N/A

## Actual

Discipline citations/referrals 15%

Suspension rate 1% (Priority #6)

Expulsion rate 0%(Priority #6)  
High School drop out rate = N/A (Priority #6)

N/A

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Vice Principal to work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes.	Vice Principal to work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes.	Salary for VP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$76,000	Salary for VP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000
		Benefits for VP 3000-3999: Employee Benefits Supplemental and Concentration \$22,000	Benefits for VP 3000-3999: Employee Benefits Supplemental and Concentration \$22,000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Professional Development for teachers and paraprofessionals on classroom management techniques.	Continue Professional Development for teachers and paraprofessionals on classroom management techniques.	Partnering with Community Matters for training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,500	Partnering with Community Matters for training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,500

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)	Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

<p>Increase access and use of phone dialer system by expanding this system to include teachers.</p> <p>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.</p>	<p>Increase access and use of phone dialer system by expanding this system to include teachers.</p> <p>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.</p>	<p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,200</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p>	<p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,200</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p>
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## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent classes on school curriculum, positive behavior, and use of technology.</p> <p>Provide additional parent classes around math and literacy in order to empower parents to support students academically.</p>	<p>Parent classes on school curriculum, positive behavior, and use of technology.</p> <p>Provide additional parent classes around math and literacy in order to empower parents to support students academically.</p>	<p>Parent Education Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,200</p> <p>ELL Parent Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,300</p>	<p>Parent Education Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,200</p> <p>ELL Parent Classes; Other Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,300</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a translator(s) for SPGA, Governance, SSC and other school site activities.</p> <p>Add Spanish only meetings, e.g.; ELAC/DELAC.</p> <p>Maintain translation devices to be used in Parent meetings</p>	<p>Provide a translator(s) for SPGA, Governance, SSC and other school site activities.</p> <p>Add Spanish only meetings, e.g.; ELAC/DELAC.</p> <p>Maintain translation devices to be used in Parent meetings</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p> <p>Translation Device replacement 5000-5999: Services And Other</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,595</p> <p>Translation Device replacement 5000-5999: Services And Other</p>

Operating Expenditures  
Supplemental and Concentration  
\$1,000

Operating Expenditures  
Supplemental and Concentration  
\$1,000

## Action 6

### Planned Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

### Actual Actions/Services

Teacher training around structuring home visits.

Mileage for home visits.

### Budgeted Expenditures

PD In-House AP / Principal 1000-1999: Certificated Personnel Salaries Not Applicable \$0

Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,300

### Estimated Actual Expenditures

PD In-House AP / Principal 1000-1999: Certificated Personnel Salaries Not Applicable \$0

Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,300

## Action 7

### Planned Actions/Services

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

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

### Actual Actions/Services

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

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

### Budgeted Expenditures

Student Store & Student Recognition Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000

### Estimated Actual Expenditures

Student Store & Student Recognition Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000

## Action 8

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures

### Estimated Actual Expenditures

In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures

Supplemental and Concentration  
\$3,000

Supplemental and Concentration  
\$3,000

## Action 9

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

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

Benefits for School Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$16,000

### Estimated Actual Expenditures

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

Benefits for School Counselor 3000-3999: Employee Benefits Supplemental and Concentration \$16,000

## Action 10

### Planned Actions/Services

N/A

### Actual Actions/Services

N/A

### Budgeted Expenditures

N/A Not Applicable Not Applicable N/A

### Estimated Actual Expenditures

N/A Not Applicable Not Applicable N/A

## Action 11

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

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

### Estimated Actual Expenditures

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

## Action 12

### Planned Actions/Services

Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student

### Actual Actions/Services

Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student

### Budgeted Expenditures

Parent Conference Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,700

### Estimated Actual Expenditures

Parent Conference Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,700

expectations to increase parents or guardians efficacy in supporting their children at home.

expectations to increase parents or guardians efficacy in supporting their children at home.

### Action 13

#### Planned Actions/Services

Moved to previous goal

#### Actual Actions/Services

Moved to previous goal

#### Budgeted Expenditures

N/A Not Applicable Not  
Applicable N/A

#### Estimated Actual Expenditures

N/A Not Applicable Not  
Applicable N/A

### Action 14

#### 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 4000-4999: Books And Supplies Supplemental and Concentration \$7,500

#### Estimated Actual Expenditures

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

### Action 15

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

Behavior Specialist Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,000

Behavior Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$17,000

#### Estimated Actual Expenditures

Behavior Specialist Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,000

Behavior Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$17,000



# 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 and Services in Goal #2 were fully implemented. Due to the implementation of these actions, behavior referrals continue to maintain at less than 15%, and parent participation in school events continue to be between 70-80%.

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

Through the actions and services described in Goal #2, Grimmway was able to increase parent participation and engagement. In addition, Referral, Suspension rates have maintained or decreased due to the implementation of the behavioral specialist. These increases can be attributed to the interventions implemented through Action Steps: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference is with the salary and benefits of the Vice Principal. Grimmway was able to find an experienced Vice Principal with prior Charter school experience. This required a higher salary which was offset by restructuring to only have one Vice Principal as opposed to two.

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.

There were no changes to this Goal.

# 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

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Health and Wellness

## Annual Measurable Outcomes

Expected

### Metric/Indicator

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

### 18-19

Maintain 55% of students to meet state targets in physical fitness

### Baseline

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

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

### Metric/Indicator

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

### 18-19

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

### Baseline

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

### Metric/Indicator

Actual

88% of students meet state targets in physical fitness

100% of students in K-6 to participated in 12 Edible Schoolyard lessons.

60 families participated in a family cooking class

## Expected

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

**18-19**

Maintain 50 families participating in a family cooking class

**Baseline**

30 families participate in a family cooking class

## Actual

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PE teachers will provide additional opportunities for physical education and activities.	PE teachers will provide additional opportunities for physical education and activities.	Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$109,000	Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries Base \$102,000
An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.	An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.	Salaries for PE Aide 2000-2999: Classified Personnel Salaries Base \$26,000	Salaries for PE Aide 2000-2999: Classified Personnel Salaries Base \$26,000
PE & playground materials.	PE & playground materials.	Benefits for PE teachers and aide 3000-3999: Employee Benefits Base \$43,000	Benefits for PE teachers and aide 3000-3999: Employee Benefits Base \$43,000
		PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$2,700	PE & Playground Equipment/Materials 4000-4999: Books And Supplies Base \$2,700

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.	Offer Friday Staff PD cooking/nutrition class to reinforce healthy eating.	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
		ESY Supplies 4000-4999: Books And Supplies Base \$1,200	ESY Supplies 4000-4999: Books And Supplies Base \$1,200

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

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

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

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

Family Cooking Classes -  
Cooking Supplies 4000-4999:  
Books And Supplies  
Supplemental and Concentration  
\$3,000

Family Cooking Classes -  
Cooking Supplies 4000-4999:  
Books And Supplies  
Supplemental and Concentration  
\$3,000

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

Salaries; Kitchen & Garden Staff  
2000-2999: Classified Personnel  
Salaries Base \$252,000

Benefits; Kitchen & Garden Staff  
3000-3999: Employee Benefits  
Base \$40,000

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

#### Estimated Actual Expenditures

Salaries; Kitchen & Garden Staff  
2000-2999: Classified Personnel  
Salaries Base \$252,000

Benefits; Kitchen & Garden Staff  
3000-3999: Employee Benefits  
Base \$40,000

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

### Action 4

#### Planned Actions/Services

Continue recipe contests to

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

#### Actual Actions/Services

Continue recipe contests to

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

#### Budgeted Expenditures

Other Materials- Recipe Contests  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$650

#### Estimated Actual Expenditures

Other Materials- Recipe Contests  
4000-4999: Books And Supplies  
Supplemental and Concentration  
\$650

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.	Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.	Other Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Other Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.	Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.	Wellness Fair and Farmers Markets 4000-4999: Books And Supplies Supplemental and Concentration \$8,000	Wellness Fair and Farmers Markets 4000-4999: Books And Supplies Supplemental and Concentration \$8,000
Grimmway Academy will hold two Farmers Markets on campus for families and community members.	Grimmway Academy will hold two Farmers Markets on campus for families and community members.		

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
N/A	N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
		N/A Not Applicable Not Applicable 0	N/A Not Applicable Not Applicable 0

## Action 8

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Establish an extra-curricular athletics program.	Establish an extra-curricular athletics program.	Equipment and Supplies 4000-4999: Books And Supplies Base \$5,000	Equipment and Supplies 4000-4999: Books And Supplies Base \$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 and Services for Goal #3 were fully implemented. The impact of these actions were seen through an increase in parent participation, decreased referrals and zero expulsions in the 18-19 school year.

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

Student performance on the Physical fitness test has increased by 30%. Family cooking class attendance has also increased requiring additional classes to be offered. Actions associated with these increases include 3.1, 3.2, 3.3

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Material differences noted.

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 to Goal #3.

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

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

**School Governance:** (principal, administrators, teachers, and classified staff) school staff working together to improve student achievement. During specific Governance meetings, the goals and actions of the LCAP were discussed. Input and feedback were also received from the staff.

1/19/18, 3/2/18

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

4/16/19, 5/2/19, 6/5/19

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

4/16/19, 5/7/19, 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.  
6/24/18 - Board of Directors approve LCAP

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



## Impact on LCAP and Annual Update

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

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

Results from 2018-19 indicate that a continued emphasis on English Language Development and Math are needed. Reclassification of EL students and improving reading levels will be a priority in 2019-2020. Additionally, GA will continue to focus on implementing Math and ELA CCSS in all grades. Additionally, GA will provide PD for teachers on the implementation of ELD standards and English Language Development instruction. Parent participation has been a strength at GA, however, we would like to increase communication with families through the use of technology. Finally, to ensure that we are meeting all the SEL needs of our students we will add a behavior specialist to our student service team to support teachers and students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)	82 % of teachers are appropriately assigned and fully credentialed in subject areas	100 % of teachers will be appropriately assigned and fully credentialed in subject areas	100% of teachers will be appropriately assigned and fully credentialed in subject areas	100% of teachers will be appropriately assigned and fully credentialed in subject areas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)	100% of Math & English teachers received professional development in CCSS.	100% of Math & English teachers received professional development in CCSS.  The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey.	100% of Math & English teachers will receive professional development in CCSS	100% of Math & English teachers will receive professional development in CCSS
Programs and services enable ELs to access core and ELD standards (Priority 2b)	100% of ELL students have access to high quality ELD Instruction and support materials.	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials
School facilities maintained in good repair (Priority #1c)	All facilities have an overall rating of "exemplary" as indicated on the FIT report	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report.	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report	Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report
Students have access to standards-aligned instructional materials (Priority #1b)	100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials	Maintain 100% of students have access to standards-aligned instructional materials
State Assessments (Priority #4a)	45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments.	At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments
State Assessments (Priority #4a)	18% of ELL students met or exceeded the Common Core Standards in Math on	20% of ELL students meeting or exceeding the Common Core Standards in Math on	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math	Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Smarter Balanced Assessments	Smarter Balanced Assessments	on Smarter Balanced Assessments	on Smarter Balanced Assessments
State Assessments (Priority #4a)	33% of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments	40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments	Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments
State Assessments (Priority #4a)	13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	At least 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments	At least 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments
NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority #4b)	44% of students at or above 50th percentile in NWEA Reading.  35% of students at or above 50th percentile in NWEA Math.	60% of students at or above 50th percentile in STAR (Priority #4)  60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)	Maintain 60% of students at or above 50th percentile in STAR (Priority #4)  Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)	Maintain 60% of students at or above 50th percentile in STAR (Priority #4)  Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)
EL progress towards English Proficiency (Priority #4d.)	61.1% of ELL students met AMAO target #1 (Priority #4)	59% of ELL students meeting AMAO target #1 (Priority #4)	N/A	N/A
EL progress towards English Proficiency (Priority #4d.)	26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)	58% of ELL students, less than 5 years, meeting AMAO target #2 (Priority #4)	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL progress towards English Proficiency (Priority #4d.)	47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)	49% of ELL students, more than 5 years, meeting AMAO target #2 (Priority #4)	Transition to ELPAC. Current results show 48.94% of students scoring 4 or 5 on the 17-18 summative ELPAC.	55% of students will score a 4 or 5 on the 18-19 summative ELPAC
EL reclassification rate (Priority #4e)	ELL reclassification rate at 31% (Priority #4)	<p>Reclassify 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>	<p>Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>	<p>Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p>
Access to programs/services by students with exceptional needs (7c)	100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP
Extent to which pupils have access to and are enrolled in programs/services for	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Intervention and enrichment time to be provided to targeted students by Small group instructors to supplement instruction

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	0	0
Source	Title I	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention and Enrichment (LL)	Not Applicable	Not Applicable
Amount	\$134,000	\$138,000	\$547,080
Source	Title I	Title I	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)	2000-2999: Classified Personnel Salaries Classified Salaries (LL-IAs-3)	2000-2999: Classified Personnel Salaries Classified Support Salaries (21 Small group Instructors SGI's)

Amount	\$40,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Classified Support Salaries (LL-Instructional Assistants-3)	Not Applicable	Not Applicable
Amount	\$50,000	\$20,000	\$147,800
Source	Supplemental and Concentration	Title I	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits (LL Coordinator & Inst Assts)	3000-3999: Employee Benefits Benefits (3- Inst Assts )	3000-3999: Employee Benefits Benefits 21 SGI's
Amount	\$67,000	\$69,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries Benefits (LL Aides)	2000-2999: Classified Personnel Salaries Classified Salaries-LL Aides	Not Applicable N/A
Amount	\$25,500	\$27,000	0
Source	Title III	Title III	Not Applicable
Budget Reference	3000-3999: Employee Benefits Benefits (LL Aides)	3000-3999: Employee Benefits Benefits -LL Aides	Not Applicable N/A
Amount	\$67,500	\$88,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention & Enrichment (LC)	2000-2999: Classified Personnel Salaries 2 IA's (LC)	Not Applicable N/A



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

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,250	\$86,000	\$77,250
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Dean	1000-1999: Certificated Personnel Salaries Intervention Coordinator Salary	1000-1999: Certificated Personnel Salaries Intervention Coordinator Salary
Amount	\$19,200	\$20,000	\$20,705
Source	Supplemental and Concentration	Supplemental and Concentration	Title I
Budget Reference	3000-3999: Employee Benefits Benefits (Academic Dean)	3000-3999: Employee Benefits Benefits (Intervention Coordinator)	3000-3999: Employee Benefits Benefits (Intervention Coordinator)
Amount	\$4,000	\$4,500	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
Budget Reference	4000-4999: Books And Supplies GLAD 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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Full time Librarian and Library Assistant positions.

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

Increase number of books in circulation (in students hands)

**2018-19 Actions/Services**

Full time Librarian and Library Assistant positions.

Continue to grow library to create additional reading opportunities.

Increase number of books in circulation (in students hands)

**2019-20 Actions/Services**

Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$63,000	\$65,000	\$0
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Librarian Certificated Salaries	1000-1999: Certificated Personnel Salaries Librarian	Not Applicable Position Eliminated

Amount	\$22,000	\$25,000	\$29,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Library Assistant	2000-2999: Classified Personnel Salaries Library Assistant	2000-2999: Classified Personnel Salaries Library Assistant
Amount	\$19,000	\$20,000	\$7,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits-Library	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Library Assistant Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Library Books	4000-4999: Books And Supplies Library Books	4000-4999: Books And Supplies Library Books
Amount	\$3,000	3,000	\$3,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Library Technology	4000-4999: Books And Supplies Library Technology	4000-4999: Books And Supplies Library Technology

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$75,000	\$93,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies LL Software; Instruction Materials	4000-4999: Books And Supplies LL Software	4000-4999: Books And Supplies LL Software

**Action 5**

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

**Students to be Served:**

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

[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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$3,361
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Textbooks-Math	4000-4999: Books And Supplies Textbooks-Math	4000-4999: Books And Supplies Textbooks- Math
Amount	\$20,000	\$53,000	\$9,888
Source	Supplemental and Concentration	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Textbooks-ELA	4000-4999: Books And Supplies Textbooks-ELA	4000-4999: Books And Supplies Amplify ELA

Amount	\$60,000	\$63,000	\$36,000
Source	Supplemental and Concentration	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials	4000-4999: Books And Supplies Teacher Budget-Curriculum; Instruction Materials
Amount	\$43,000	\$9,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Class Curriculum; Instruction Materials	4000-4999: Books And Supplies CKLA Language Studio, Amplify ELD	Not Applicable N/A
Amount	\$5,000	\$55,000	0
Source	Base	Base	Not Applicable
Budget Reference	4000-4999: Books And Supplies K-6 Science Online Curriculum	4000-4999: Books And Supplies K-8 Science Curriculum	Not Applicable 3 yr purchase
Amount	\$2,000	\$2,000	\$0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies K-6 History Online Curriculum	4000-4999: Books And Supplies K-6 History Curriculum	Not Applicable No new purchase
Amount	0	\$1,200	\$11,000
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable N/A	4000-4999: Books And Supplies Kinder Corner (SFA)	4000-4999: Books And Supplies Kinder Corner (SFA)

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$10,000
Source	Title I	Supplemental and Concentration	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services	5800: Professional/Consulting Services And Operating Expenditures PD Contracted Services	5800: Professional/Consulting Services And Operating Expenditures GLAD PD



Amount	\$28,000	\$14,400	\$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All	5800: Professional/Consulting Services And Operating Expenditures PD-Success For All
Amount	\$8,000	\$30,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel-Success For All	5000-5999: Services And Other Operating Expenditures Travel-Success For All	5000-5999: Services And Other Operating Expenditures Travel-Success For All Leaders Conference
Amount	\$3,600	\$1,500.00	\$3,800
Source	Supplemental and Concentration	Supplemental and Concentration	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	5800: Professional/Consulting Services And Operating Expenditures Math Conference	5800: Professional/Consulting Services And Operating Expenditures Learning Forward Conference
Amount	\$8,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Point Loma - ELD	Not Applicable N/A	Not Applicable N/A

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Actively promote college readiness and awareness by:

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

**2018-19 Actions/Services**

Actively promote college readiness and awareness by:

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

**2019-20 Actions/Services**

Actively promote college readiness and awareness by:

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Other Supplies	4000-4999: Books And Supplies Other Supplies	4000-4999: Books And Supplies Other Supplies

## Action 8

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

### Students to be Served:

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

All

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners

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

Unchanged Action

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

Modified Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

Professional Development provided by Center for Math and Science Teaching (CMAST) Focused on Science instruction.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000	\$21,000	\$8,000
Source	Base	Supplemental and Concentration	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program	5800: Professional/Consulting Services And Operating Expenditures PD- CMAST Coaching Program
Amount	\$2,000	\$2,000	0
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program	5000-5999: Services And Other Operating Expenditures Travel - CMAST Program	Not Applicable N/A

## Action 9

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Expand SFA program to include writing (Writing from the Heart) and Math (Power Math) materials.

Purchase Basal Readers for K-6 ELA teachers to increase access to grade level reading materials.

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,600	\$5,768
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SFA Writing from the Heart Materials	4000-4999: Books And Supplies SFA consumables	4000-4999: Books And Supplies SFA consumables
Amount	\$4,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies SFA Power Math Materials	Not Applicable N/A	Not Applicable N/A
Amount	\$6,820	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Basal Readers for K-6 ELA Teachers	Not Applicable N/A	Not Applicable N/A

### Action 10

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$12,000	\$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School/Kinder Camp	1000-1999: Certificated Personnel Salaries Kinder Camp	1000-1999: Certificated Personnel Salaries Summer School/Kinder Camp

Amount	\$15,000	\$16,000	\$17,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Summer School/Kinder Camp	2000-2999: Classified Personnel Salaries Kinder Camp	2000-2999: Classified Personnel Salaries Summer School/Kinder Camp
Amount	\$4,000	\$4,500	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits - Summer School/Kinder Camp	3000-3999: Employee Benefits Benefits - Kinder Camp	3000-3999: Employee Benefits Benefits - Summer School/Kinder Camp

## Action 11

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$13,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries - After School Tutoring	2000-2999: Classified Personnel Salaries Salaries - After School Tutoring	1000-1999: Certificated Personnel Salaries Salaries - After School Tutoring
Amount	\$3,000	\$4,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	3000-3999: Employee Benefits Benefits - After School Tutoring	3000-3999: Employee Benefits Benefits - After School Tutoring	Not Applicable No Additional Benefits

### Action 12

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services



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

Unchanged Action

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

Unchanged Action

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

Modified Action

#### 2017-18 Actions/Services

Support students in their Art and Music education

#### 2018-19 Actions/Services

Support students in their Art and Music education

#### 2019-20 Actions/Services

Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,500	\$108,000	\$183,600
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music	1000-1999: Certificated Personnel Salaries Certificated Salaries - Art & Music
Amount	\$30,000	\$31,000	\$46,492
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits - Art & Music	3000-3999: Employee Benefits Benefits - Art & Music	3000-3999: Employee Benefits Benefits - Art & Music
Amount	\$4,000	\$5,000	\$5,100
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Art/Music Instructional Materials	4000-4999: Books And Supplies Art/Music Instructional Materials	4000-4999: Books And Supplies Art/Music Instructional Materials

### Action 13

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

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	N/A	N/A	\$151,000
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable N/A	Not Applicable N/A	1000-1999: Certificated Personnel Salaries 3 Lab teacher Salaries

Amount	N/A	N/A	\$47,500
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable N/A	Not Applicable N/A	3000-3999: Employee Benefits 3 Lab Teacher Benefits
Amount	N/A	N/A	\$162,000
Source	Not Applicable		LCFF Supplemental and Concentration
Budget Reference	Not Applicable N/A	Not Applicable N/A	1000-1999: Certificated Personnel Salaries 3 Lab Teacher Salaries
Amount	N/A	N/A	\$50,000
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable N/A	Not Applicable N/A	3000-3999: Employee Benefits 3 Lab Teacher Benefits

## Action 14

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

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

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

	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Add instructional coaches for teacher support and professional development.	Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$227,000	\$152,250
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable N/A	1000-1999: Certificated Personnel Salaries 3 instructional Coaches	1000-1999: Certificated Personnel Salaries 2 instructional Coaches
Amount	0	\$65,000	\$50,000
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable N/A	3000-3999: Employee Benefits Benefits- 3 instructional Coaches	3000-3999: Employee Benefits Benefits- 3 instructional Coaches

### Action 15

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New Action

Unchanged Action

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$12,500	0
Source	Not Applicable	Supplemental and Concentration	Not Applicable
Budget Reference	Not Applicable N/A	4000-4999: Books And Supplies LMS for English Language Learners (EL Levate)	Not Applicable No Longer Using

**Action 16**

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

### Budgeted Expenditures

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

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 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Efforts to promote parent participation (Priority #3c.)	• 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	Actively increase involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)	Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)	Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)
Efforts to promote parent participation (Priority #3a.)	Monthly parent communications used to	Maintain monthly parent communications used to	Maintain monthly parent communications used to	Maintain monthly parent communications used to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	communicate volunteer opportunities.	communicate volunteer opportunities.	communicate volunteer opportunities.	communicate volunteer opportunities.
Efforts to seek parent input and decisions making (Priority #3a.)	Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.	Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.
Efforts to promote parent participation (Priority #3b.)	Provided translation services 100% of the time for parents/guardians	Maintain 100% translation services for parents/guardians	<p>Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 10% from the 17-18 school year.</p>	<p>Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 5% from the 18-19 school year.</p>
Percent of students who are chronically absent (Priority #5b)	Chronic Absenteeism Rate is 3.5%	Chronic Absenteeism rate to be less than 7% (Priority #5)	Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)	Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)
Other local measures: Percent of Average Daily Attendance (Priority #5a)	Average Daily Attendance rate is 96.6%	Improve school attendance rate to be at 97% or above (Priority #5)	Maintain school attendance rate to be at 97% or above (Priority #5)	Maintain school attendance rate to be at 97% or above (Priority #5)
Middle school drop out rate (Priority #5c.)	Middle School Drop Out rate 0%	Middle School Drop Out rate to be less than .50%	Maintain Middle School Drop Out rate to be less than .50%	Maintain Middle School Drop Out rate to be less than .50%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Other local measures: Discipline citation rare (Priority #6c.)	Discipline citation rate 6%	Reduce the rate of discipline citations/ referrals by 15% by 2017 (Priority #6)	Maintain the rate of discipline citations/referrals by 15%	Maintain the rate of discipline citations/referrals by 15%
Suspension rate (Priority #6a.)	Suspension rate is 1.9%	Suspension rate to be less than 2% (Priority #6)	Maintain Suspension rate to be less than 2% (Priority #6)	Maintain Suspension rate to be less than 2% (Priority #6)
Expulsion rate (Priority #6b.)	Expulsion rate is 0%	Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6)	Maintain Expulsion rate to be less than 1%(Priority #6) High School drop out rate = N/A (Priority #6)
High School dropout rate (Priority #5d)	N/A	N/A	N/A	N/A
High School graduation rate (Priority #5e)	N/A	N/A	N/A	N/A

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

### Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

Assistant Principal of Student Services to  
work with students and parents/guardians  
to enhance form and frequency of  
communication in order to identify the  
most effective strategies to improve  
academic outcomes. AP of Student  
Services is primarily responsible for setting  
up structures and systems to support Low-  
Income families by overseeing the  
implementation of parent education nights,  
school culture initiatives to support the  
success of all students and establishing  
community partnerships to provide  
counseling and social services to  
struggling families.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$76,000	\$85,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for AP of Student Affairs	1000-1999: Certificated Personnel Salaries Salary for VP	1000-1999: Certificated Personnel Salaries Salary for VP

Amount	\$18,000	\$22,000	\$23,00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for AP of Student Affairs	3000-3999: Employee Benefits Benefits for VP	3000-3999: Employee Benefits Benefits for VP

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

Continue Professional Development for teachers and paraprofessionals on classroom management techniques to support the needs of Foster, SED and EL students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$8,500	\$10,000
Source	Base	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PD In-House by Principal	5800: Professional/Consulting Services And Operating Expenditures Partnering with Community Matters for training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment	5800: Professional/Consulting Services And Operating Expenditures Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment

### Action 3

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

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

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

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

#### 2018-19 Actions/Services

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

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

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

#### 2019-20 Actions/Services

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

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

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

#### Budgeted Expenditures

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

Amount	\$9,000	\$9,000	\$9,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Kickboard	5000-5999: Services And Other Operating Expenditures Kickboard	5000-5999: Services And Other Operating Expenditures Kickboard

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

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

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

### 2018-19 Actions/Services

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

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

### 2019-20 Actions/Services

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

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

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### Budgeted Expenditures

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

### Action 5

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

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

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

Purchase translation device to be used in Parent meetings

#### 2018-19 Actions/Services

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

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

Maintain translation devices to be used in Parent meetings

#### 2019-20 Actions/Services

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

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

Purchase translation device to be used in Parent meetings

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,300	\$3,500	\$2,122
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)	5000-5999: Services And Other Operating Expenditures Translation Services (Handbook, SPGA, etc.)
Amount	\$3,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Device	5000-5999: Services And Other Operating Expenditures Translation Device replacement	5000-5999: Services And Other Operating Expenditures Translation Device maintenance/replacement

### Action 6



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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".</p> <p>Purchases to stock "Student Store" to encourage and reward positive behavior.</p>	<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".</p> <p>Purchases to stock "Student Store" to encourage and reward positive behavior.</p>	<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".</p> <p>Allocating an equivalent portion of our budget for student incentives to match the unduplicated pupil percentage. Student incentives are in place to encourage and reward positive academic and social behavior Remaining funds will come from Base funding to support all students.</p>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$10,000	\$8,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student Store & Student Recognition Materials	4000-4999: Books And Supplies Student Store & Student Recognition Materials	4000-4999: Books And Supplies Student Store & Student Recognition Materials Unduplicated Students
Amount			\$1,500
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Student Store & Student Recognition Materials all Students

### 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  
[Add Students to be Served selection here]

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$3,000	\$2,564
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips	5800: Professional/Consulting Services And Operating Expenditures In-School Field Trips

**Action 9**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services. Grimmway Academy has an 87.5% unduplicated pupil count and the School Counselors duties will be principally directed to these students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$53,000	\$63,860
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for School Counselor	1000-1999: Certificated Personnel Salaries Salary for School Counselor	1000-1999: Certificated Personnel Salaries Salary for School Counselor
Amount	\$18,000	\$16,000	\$18,294
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for School Counselor	3000-3999: Employee Benefits Benefits for School Counselor	3000-3999: Employee Benefits Benefits for School Counselor

## Action 10

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

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

Provide an 8th grade Bridge to High School Program, for both students and parents in order to ensure that GA students are enrolled in A-G courses at

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

the local high school and families are supported in preparing students for college.

### Budgeted Expenditures

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

### Action 11

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

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

## 2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,200	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
Budget Reference	4000-4999: Books And Supplies Math, Literacy and Science Nights	4000-4999: Books And Supplies Math, Literacy and Science Nights	4000-4999: Books And Supplies Math, Literacy and Science Nights

**Action 12**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

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.

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,700	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Academic Parent Teacher Team Meetings	4000-4999: Books And Supplies Parent Conference Materials	4000-4999: Books And Supplies Parent Conference Materials

## Action 13

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Renew and develop Behavior Management System	Moved to previous goal	N/A
--	------------------------	-----

### Budgeted Expenditures

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

### Action 14

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night

### Budgeted Expenditures

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

### Action 15

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

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

New Action

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

Modified Action

## 2017-18 Actions/Services

N/A

## 2018-19 Actions/Services

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

## 2019-20 Actions/Services

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

**Budgeted Expenditures**

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

Provide an environment that encourages healthy lifestyles.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities: Health and Wellness

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students meeting state targets in Physical Fitness (Priority #8a)	54.4% of 5th grade students met state targets in Physical Fitness  50% of 7th grade students met state targets in Physical Fitness	More than 55% of students to meet state targets in physical fitness	Maintain 55% of students to meet state targets in physical fitness	Maintain 55% of students to meet state targets in physical fitness

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who participate in the Edible School Yard program K-6 (Priority #8a)	100% of students in K-6 participate in 9 ESY lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year	Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year
Number of parents participating in Family Cooking classes (Priority #8a)	30 families participate in a family cooking class	50 families to participate in a family cooking class	Maintain 50 families participating in a family cooking class	Maintain 50 families participating in a family cooking class

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action  
Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

PE teachers provide additional opportunities for physical education and activities.

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

PE & playground materials.

#### 2018-19 Actions/Services

PE teachers will provide additional opportunities for physical education and activities.

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

PE & playground materials.

#### 2019-20 Actions/Services

PE teachers will provide additional opportunities for physical education and activities.

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

PE & playground materials.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,000	\$109,000	\$105,000
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers	1000-1999: Certificated Personnel Salaries Salaries: PE Teachers
Amount	\$25,000	\$26,000	\$24,000
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for PE Aide	2000-2999: Classified Personnel Salaries Salaries for PE Aide	2000-2999: Classified Personnel Salaries Salaries for PE Aide
Amount	\$40,000	\$43,000	\$39,000
Source	Base	Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits Benefits for PE teachers and aide	3000-3999: Employee Benefits Benefits for PE teachers and aide	3000-3999: Employee Benefits Benefits for PE teachers and aide

Amount	\$2,600	\$2,700	\$2,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies PE & Playground Equipment/Materials	4000-4999: Books And Supplies PE & Playground Equipment/Materials	4000-4999: Books And Supplies PE & Playground Equipment/Materials

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

### 2017-18 Actions/Services

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

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

### 2018-19 Actions/Services

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

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

### 2019-20 Actions/Services

Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.

Offer cooking classes to students to reinforce the healthy meals served during



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

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

school hours and prepared in the ESY learning kitchen.

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

### Budgeted Expenditures

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

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$216,000	\$252,000	\$270,000
Source	Supplemental and Concentration	Base	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff	2000-2999: Classified Personnel Salaries Salaries; Kitchen & Garden Staff

Amount	\$48,000	\$40,000	\$46,000
Source	Supplemental and Concentration	Base	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff	3000-3999: Employee Benefits Benefits; Kitchen & Garden Staff
Amount	\$16,000	\$25,000	\$27,000
Source	Supplemental and Concentration	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Other Materials; ESY	4000-4999: Books And Supplies Other Materials; ESY	4000-4999: Books And Supplies Other Materials; ESY

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

Low Income

##### Scope of Services:

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

Schoolwide

##### Location(s):

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

All Schools

#### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Continue recipe contests to

- adapt meals cooked at home to healthier versions

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

Unchanged Action

2018-19 Actions/Services

Continue recipe contests to

- adapt meals cooked at home to healthier versions

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

Modified Action

2019-20 Actions/Services

Eliinated

- share healthy meal recipes with parents

- share healthy meal recipes with parents

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$650	0
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Other Materials- Recipe Contests	4000-4999: Books And Supplies Other Materials- Recipe Contests	Not Applicable No longer continuing

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at

2018-19 Actions/Services

Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at

2019-20 Actions/Services

Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at

the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.

the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.

the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$8,487
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Other Materials	4000-4999: Books And Supplies Other Materials	4000-4999: Books And Supplies Other Materials

### Action 6

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide

2018-19 Actions/Services

Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide

2019-20 Actions/Services

Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide

education and bring community resources to families at Grimmway Academy.

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

education and bring community resources to families at Grimmway Academy.

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

education and bring community resources to families at Grimmway Academy.

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Wellness Fair and Farmers Markets	4000-4999: Books And Supplies Wellness Fair and Farmers Markets	4000-4999: Books And Supplies Wellness Fair and Farmers Markets

### Action 7

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

N/A

## 2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training/PD - ESY Program	Not Applicable N/A	Not Applicable N/A
Amount	\$4,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel for ESY Training/PD	Not Applicable N/A	Not Applicable N/A

**Action 8**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18Select from New, Modified, or Unchanged  
for 2018-19

New Action

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

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Establish an extra-curricular athletics  
program.

2019-20 Actions/Services

Establish an extra-curricular athletics  
program.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000	\$10,000
Source	Not Applicable	Base	LCFF Base
Budget Reference	Not Applicable	4000-4999: Books And Supplies Equipment and Supplies	4000-4999: Books And Supplies Equipment and Supplies



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,079,522

Percentage to Increase or Improve Services

33.62%

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).

A core mission of Grimmway Academy is to provide nutrition education to the community of Arvin where high rates of Poverty have created an increase in Childhood Diabetes, Childhood obesity and heart disease. With an 85.4% SED student population, Grimmway Academy strives to address this issue through by providing nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school. By providing music and Art enrichment courses for all students, Grimmway is able to give unduplicated SED students the ability to experience the arts through music theory as well as through playing in the orchestra or mariachi groups. These experiences increase student engagement in core curricula and in turn, increases student achievement in Math and English. Grimmway Students have limited resources outside of school. Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. As a result, the school has determined that the use of these funds is principally directed towards, and effective in meeting the school's goals for unduplicated pupils. Based on both state and internal measurements, although we have seen growth in both Math and ELA assessment results, all student groups are in the orange category on the CA Dashboard. Preliminary 18-19 SBAC scores show that our EL Subgroup is also falling significantly behind all students. Based on this data, many of the actions we are implementing are designed to provide additional support for EL students as well as socio-economically disadvantaged students.

Grimmway has made shifts in LCFF Base funding allocation to Supplemental and Concentration funding this year. Due to an increase in costs (Facilities, Salaries, Benefits, etc..) actions formally funded through LCFF base, had to shift to Supplemental and Concentration funding in order to be maintained. Through stakeholder feedback, it was determined that the loss or decrease in these unique services would have a negative impact on student engagement and academic achievement.

With an 87.5% unduplicated student population, all actions are geared toward increasing proficiency of these students. In particular, Grimmway Academy is providing increased academic interventions in Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 3.2 and 3.6. These services are provided through intervention salaries, software, and assessments. Teachers and staff are receiving key training in order to increase their effectiveness and ability to serve low income, ELL, and foster youth. Additionally, funds are allocated to increase parent education classes and parent outreach efforts to engage parents in the school community. Social-emotional and academic counseling services will be increased through the support of our AP of Students Services who works closely with the School Counselor to work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes for unduplicated students. These services are above and beyond the services provided to the general population. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families. Effectiveness of these services will be measured by:

- Monitoring office referral rates of unduplicated students
- Monitoring Attendance rates of unduplicated students
- EL and SED parent participation in school events
- Academic performance of identified subgroups on nationally normed assessments (NWEA, IRI and the Success for All program)
- Redesignation rates of EL students
- California Dashboard reports
- Use of student, parent, and other stakeholder surveys
- Exploring partnership with CSU Northridge to monitor the effectiveness of the Edible School Yard program on student health and wellness.

The teacher-coach position will continue with additional training planned during the 19-20 School year. The coaches help support and foster a rigorous academic environment, providing rich and relevant professional growth supports, with a particular focus on addressing the unique learning needs of students who do not have access to resources as a result of being economically disadvantaged.

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

Estimated Supplemental and Concentration Grant Funds

\$1,963,359

Percentage to Increase or Improve Services

33%

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

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

87.5 percent of Grimmway Academy pupils are identified as either English Learner, Foster Youth, or Low Income. As a result, the school has determined that the use of these funds is principally directed towards, and effective in meeting the school's goals for unduplicated pupils. Grimmway Academy is providing increased academic and behavioral intervention services through intervention salaries, software and assessments. Teachers and staff are receiving key training in order to increase their effectiveness and ability to serve low income, ELL, and foster youth. Additionally, funds are allocated to provide parent education classes and parent outreach efforts to engage parents in the school community. Social-emotional and academic counseling services will be increased through the support of our AP of Students Services. Finally, access to technology and learning software positively impacts students' access to academic and social-emotional resources.

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,656,558

Percentage to Increase or Improve Services

30.05%

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

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

Grimmway Academy's unduplicated count is 87.5% and we operate a School Wide Program due to this high percentage. Grimmway Academy has demonstrated that it will meet the 30.05% proportionality percentage on actions and services principally directed toward the student populations mentioned above. Supplemental and concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

Grimmway Academy is providing increased academic and behavioral intervention services. These interventions are essential in order to keep students engaged and achieving at high levels. Music and Art are included in the Learning Lab Wheel as a means of furthering student's academic growth. We also offer Kinder Camp to our incoming Kinder students as a means of acclimating them to school and their rotating schedule. Teachers and staff are receiving key trainings in order to increase their effectiveness and ability to serve low income, EL, and foster youth. Continued professional development gives teachers the tools they need to support students academically and create a positive classroom environment, in which all students can thrive. Additionally, funds are allocated to providing parent/guardian education classes and parent outreach efforts to engage parents in the school community. We seek to

create a web of support for students by engaging parents. Social-emotional and academic counseling services will be provided as an additional intervention service. Finally, access to technology and learning software positively impacts students' access to academic and social-emotional resources.

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

# Addendum

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

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

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

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### **Plan Summary**

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

When developing the LCAP, 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	2,336,650.00	2,254,960.00	2,026,020.00	2,336,650.00	2,819,721.00	7,182,391.00
Base	760,900.00	748,163.00	294,000.00	760,900.00	0.00	1,054,900.00
LCFF Base	0.00	0.00	0.00	0.00	281,313.00	281,313.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	2,181,153.00	2,181,153.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,304,750.00	1,316,445.00	1,481,520.00	1,304,750.00	0.00	2,786,270.00
Title I	244,000.00	169,952.00	225,000.00	244,000.00	296,455.00	765,455.00
Title II	0.00	0.00	0.00	0.00	50,800.00	50,800.00
Title III	27,000.00	20,400.00	25,500.00	27,000.00	10,000.00	62,500.00

\* 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	2,336,650.00	2,254,960.00	2,026,020.00	2,336,650.00	2,819,721.00	7,182,391.00
1000-1999: Certificated Personnel Salaries	794,000.00	807,000.00	643,250.00	794,000.00	1,078,960.00	2,516,210.00
2000-2999: Classified Personnel Salaries	692,000.00	632,752.00	618,000.00	692,000.00	887,080.00	2,197,080.00
3000-3999: Employee Benefits	360,500.00	342,900.00	311,450.00	360,500.00	497,091.00	1,169,041.00
4000-4999: Books And Supplies	375,750.00	362,413.00	296,420.00	375,750.00	264,704.00	936,874.00
5000-5999: Services And Other Operating Expenditures	51,000.00	47,095.00	60,800.00	51,000.00	43,522.00	155,322.00
5800: Professional/Consulting Services And Operating Expenditures	63,400.00	62,800.00	96,100.00	63,400.00	48,364.00	207,864.00
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	2,336,650.00	2,254,960.00	2,026,020.00	2,336,650.00	2,819,721.00	7,182,391.00
1000-1999: Certificated Personnel Salaries	Base	167,000.00	160,000.00	171,000.00	167,000.00	0.00	338,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	165,000.00	165,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	685,710.00	685,710.00
1000-1999: Certificated Personnel Salaries	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	541,000.00	572,000.00	397,250.00	541,000.00	0.00	938,250.00
1000-1999: Certificated Personnel Salaries	Title I	86,000.00	75,000.00	75,000.00	86,000.00	228,250.00	389,250.00
2000-2999: Classified Personnel Salaries	Base	278,000.00	278,000.00	25,000.00	278,000.00	0.00	303,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	24,000.00	24,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	863,080.00	863,080.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	276,000.00	272,800.00	459,000.00	276,000.00	0.00	735,000.00
2000-2999: Classified Personnel Salaries	Title I	138,000.00	81,952.00	134,000.00	138,000.00	0.00	272,000.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	99,000.00	99,000.00	40,000.00	99,000.00	0.00	139,000.00
3000-3999: Employee Benefits	LCFF Base	0.00	0.00	0.00	0.00	56,000.00	56,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	372,886.00	372,886.00
3000-3999: Employee Benefits	Supplemental and Concentration	214,500.00	210,500.00	245,950.00	214,500.00	0.00	460,450.00
3000-3999: Employee Benefits	Title I	20,000.00	13,000.00	0.00	20,000.00	68,205.00	88,205.00

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	Title III	27,000.00	20,400.00	25,500.00	27,000.00	0.00	52,500.00
4000-4999: Books And Supplies	Base	216,900.00	211,163.00	20,200.00	216,900.00	0.00	237,100.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	0.00	0.00	33,749.00	33,749.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	230,955.00	230,955.00
4000-4999: Books And Supplies	Supplemental and Concentration	158,850.00	151,250.00	275,220.00	158,850.00	0.00	434,070.00
4000-4999: Books And Supplies	Title I	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	3,800.00	0.00	0.00	3,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	18,522.00	18,522.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	51,000.00	47,095.00	57,000.00	51,000.00	0.00	108,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	25,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	34,000.00	0.00	0.00	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	2,564.00	2,564.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	63,400.00	62,800.00	47,100.00	63,400.00	0.00	110,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	15,000.00	0.00	0.00	15,000.00



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
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	25,800.00	25,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Not Applicable	Base	0.00	0.00	0.00	0.00	0.00	0.00
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	1,512,700.00	1,402,915.00	1,316,620.00	1,512,700.00	2,051,594.00	4,880,914.00
Goal 2	303,400.00	338,495.00	227,500.00	303,400.00	227,040.00	757,940.00
Goal 3	520,550.00	513,550.00	481,900.00	520,550.00	541,087.00	1,543,537.00

\* 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	1,833,950.00	1,759,260.00	1,206,000.00	1,833,950.00	2,296,721.00
Base	258,200.00	252,463.00	0.00	258,200.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	101,313.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	1,838,153.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,304,750.00	1,316,445.00	955,500.00	1,304,750.00	0.00
Title I	244,000.00	169,952.00	225,000.00	244,000.00	296,455.00
Title II	0.00	0.00	0.00	0.00	50,800.00
Title III	27,000.00	20,400.00	25,500.00	27,000.00	10,000.00

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	672,800.00	660,200.00	1,194,170.00	672,800.00	1,751,261.00
Base	576,700.00	569,700.00	294,000.00	576,700.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	264,564.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	1,129,442.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	96,100.00	90,500.00	899,170.00	96,100.00	0.00
Title I	0.00	0.00	1,000.00	0.00	296,455.00
Title II	0.00	0.00	0.00	0.00	50,800.00
Title III	0.00	0.00	0.00	0.00	10,000.00