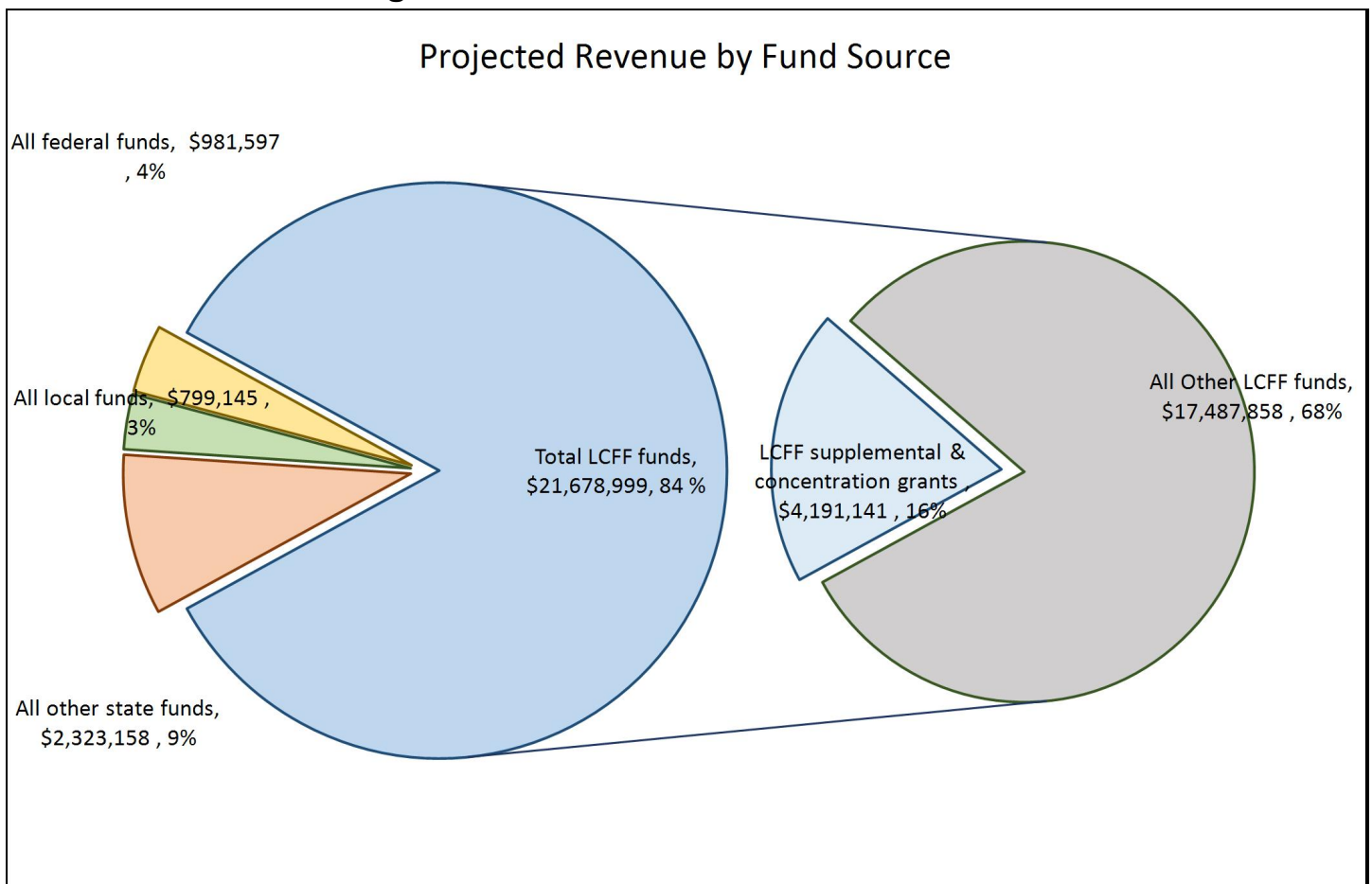


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gridley Unified
 CDS Code: 04-75507-0000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Jordan Reeves, Superintendent

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

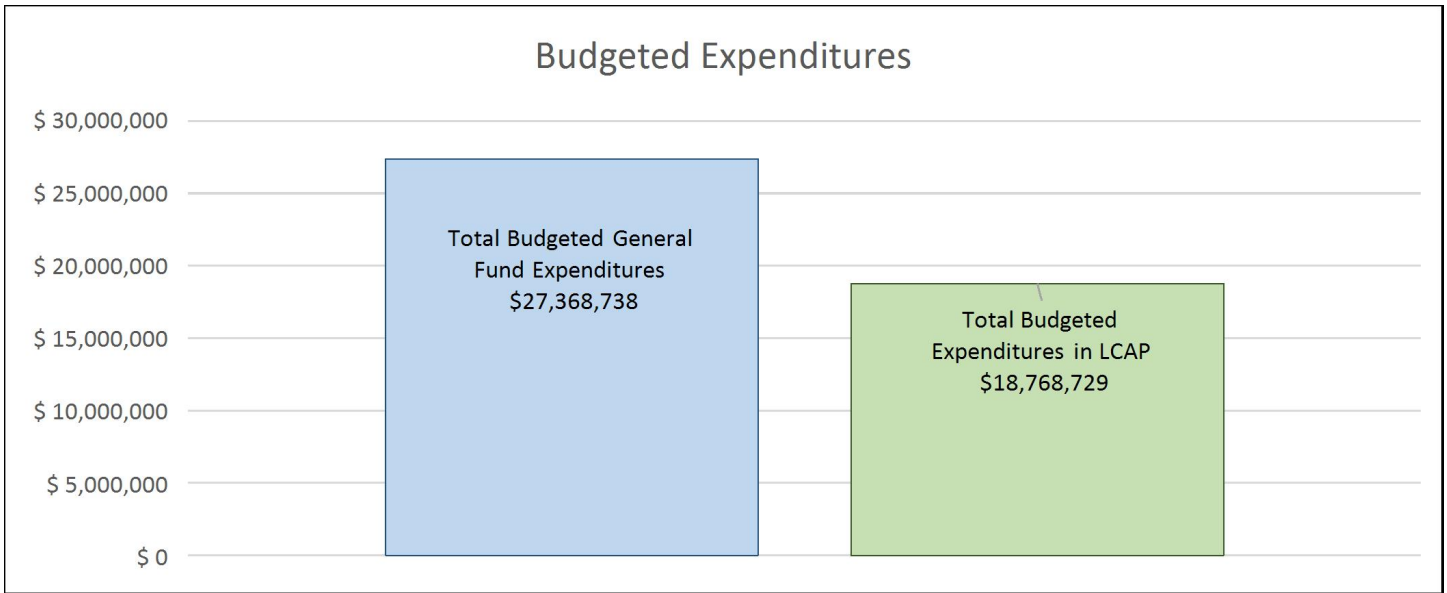


This chart shows the total general purpose revenue Gridley Unified expects to receive in the coming year from all sources.

The total revenue projected for Gridley Unified is \$25,782,899, of which \$21,678,999 is Local Control Funding Formula (LCFF), \$2,323,158 is other state funds, \$799,145 is local funds, and \$981,597 is federal funds. Of the \$21,678,999 in LCFF Funds, \$4,191,141 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 Gridley Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Gridley Unified plans to spend \$27,368,738 for the 2019-20 school year. Of that amount, \$18,768,729 is tied to actions/services in the LCAP and \$8,600,009 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

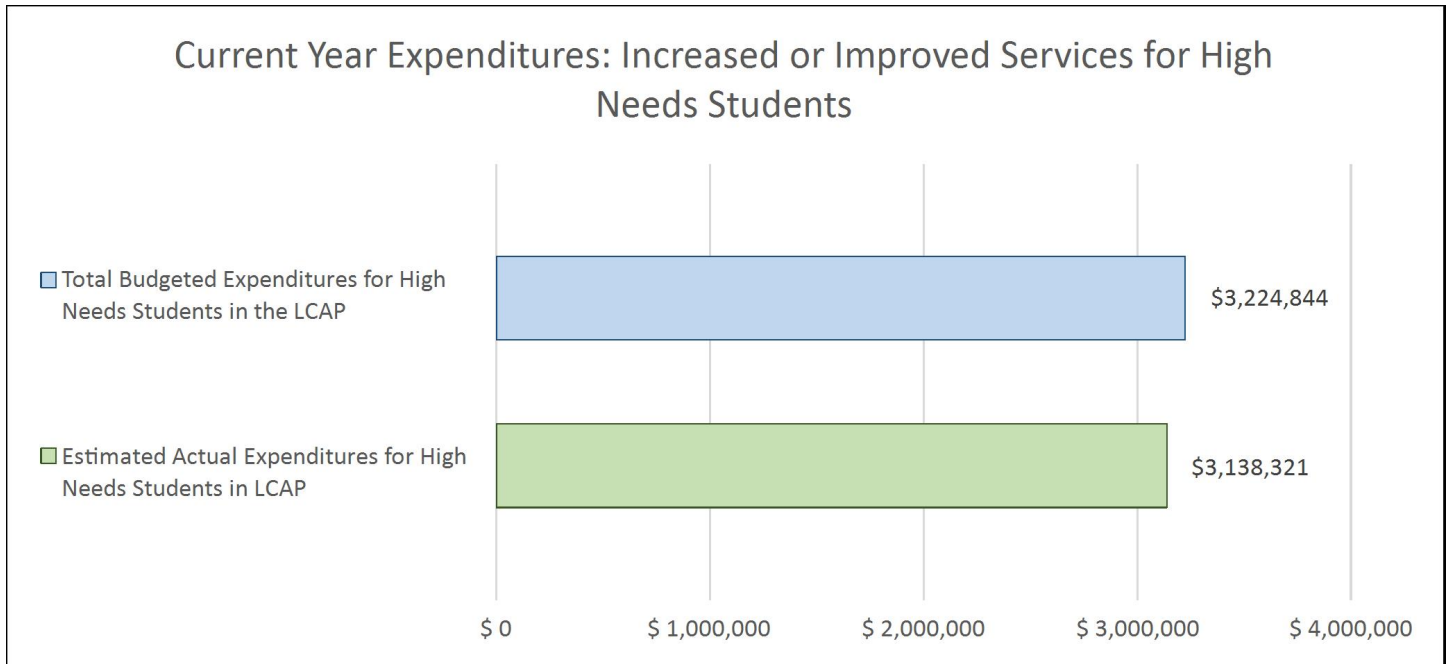
Expenditures not accounted for in the LCAP that come out of the general fund are centered around the base program of the operation of the district - the minimally required "nuts and bolts" that keep the district functional - one teacher in each classroom, basic transportation, utilities, minimal office staffing, and so forth.

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

In 2019-20, Gridley Unified is projecting it will receive \$4,191,141 based on the enrollment of foster youth, English learner, and low-income students. Gridley Unified 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, Gridley Unified plans to spend \$4,191,141 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Gridley Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gridley Unified 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, Gridley Unified's LCAP budgeted \$3,224,844 for planned actions to increase or improve services for high needs students. Gridley Unified estimates that it will actually spend \$3,138,321 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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	Contact Name and Title	Email and Phone
Gridley Unified	Jordan Reeves Superintendent	jreeves@gusd.org (530) 846 - 4721

2017-20 Plan Summary

The Story

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

The Gridley Unified School District (GUSD) is located in a small, rural community approximately 90 minutes north of Sacramento in the central valley. The district serves just over 2,000 students in 5 schools; McKinley (K-1), Wilson (2-5), Sycamore (6-8), Gridley High School (9-12), and Esperanza (alternative education). The demographics of the area include a high percentage of students living in low socio-economic households (75%) and approximately 20% English Language Learners. The GUSD School board currently operates under five goals:

1. Curriculum and Instruction

- *Professional Learning Communities
- *Implementation of Common Core State Standards
- *Provide consistent, articulated instructional program K-12
- *Make technology accessible to all students and teachers

2. Achievement

- *All students, including English Language Learners, will become proficient in ELA and Math
- *All students will graduate from high school prepared for College or Career

3. Fiscal/Budget: Utilize district funding to support student achievement

4. Facilities: Develop a long-range facilities plan to address student needs

5. Safe and Supportive Learning Environment

- *Establish and implement a district-wide Safe Schools Plan

5. Community Relations: Enhancing and improving communications with all stakeholders

This LCAP is designed to support these goals by outlining the specific actions to be taken and providing the funding to support these actions.

LCAP Highlights

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

The LCAP for 2019-2020 continues the major goals, actions & services set in previous LCAP versions and adds additional supports in areas seen to continue to struggle or which have seen insufficient progress. We have made some modifications and additions from prior years based a review and analysis of the data provided by the state Data Dashboard and local measures.

Some specific highlights include:

- *Increased counseling services (.75 FTE increase over prior year) and staff training to better meet the needs of trauma-sensitive students in order to improve their success in school, decrease district suspension rates, and improve school climate
- *Addition of a 1.0 FTE district school psychologist to address increased demands of Child Find requirements and to assess students referred for special education testing, many of whom are among the unduplicated pupil count
- *Addition of a 1.0 FTE behavior specialist to address the increasing influx of trauma students and the behaviors that often result
- *Addition of 1.0 FTE Campus Supervisor position to increase campus security at Gridley High School
- *Discontinuance of the Attention to Attendance subscription in lieu of a local 1.0 FTE bilingual (Spanish) position to address attendance and SARB issues with families as well as to bring proactive outreach to families within the district
- *Addition of a Health Aide position to increase coverage at all school sites to maintain health supports for all students as well as additional funding toward health services equipment to enable better health screening.
- *Increasing resources toward NGSS implementation through professional learning, curricular support, and adoption of state-approved materials in the middle grades
- *Continued investment in the district-wide music program by allocating funds to purchase instruments and materials
- *Continued support for the Career Technical Education (CTE) pathways
- *Investing in the resources to support full implementation of district-wide of Professional Learning Communities by funding leadership stipends and investing in professional development
- *Continued support of technology integration by investing in hardware, software, and IT support

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

In the previous year, GUSD received Differentiated Assistance from the Butte County Office of Education centered around the performance of its students with disabilities who had performed at

the Red level in the 16-17 school year. GUSD was exited from this status in at the beginning of this year, having increased performance of students with disabilities to the Orange performance level. We intend to maintain this through increasing awareness of Universal Design for Learning strategies in staff and through implementing Multi-Tiered Systems of Support. Suspension rates and Graduation Rates remained in the Green for the district, while the district was indicated in Green for the first time in the new College and Career Readiness indicator. We plan to maintain this through continuing to support CTE pathways, increasing opportunities for AP and dual enrollment classes, and through the continued investment in behavioral strategies including PBIS and trauma-informed practices plus personnel to support proactive in-house management of student behaviors. Both mathematics and English rates increased, moving from Orange to Yellow and Orange to Green, respectively. Work continues in this area through support of the PLC process begun in the previous year and increasing attention to common formative assessments and data collaboration in staff. Performance of English Learners district-wide on the English Learner Progress Indicator did not receive a color indicator this year due to the shift to the new ELPAC assessment, however we did see a much larger than expected number of students receiving 4s - the highest level possible - on the 2018 ELPAC summative assessment. We continue to improve service to the English Learners through investing in professional development for staff in integrated and designated ELD supports, more intense education of the EL specialists around the new ELPAC requirements, and the redesign of the district EL master plan which started in the 18-29 school year including intentional investment and increased monitoring of EL and recently reclassified EL students. Another local success was the rebirth of a functional district School Attendance Review Board this year which has received much praise from the staff after they have seen increased attendance on the part of the students referred to the SARB for their absenteeism.

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

Examination of Dashboard data for the district indicated that areas of continued growth in three areas. Only a single indicator with a Red or Orange was found for the district - for the All Students subgroup in Chronic Absenteeism.

The only consistent districtwide indicator of concern from the Dashboard was the Chronic Absenteeism indicator. In this indicator, almost all subgroups with sufficient numbers to generate an indicator scored at the Orange level with the exception of Two or More Races and Foster Youth (Red), Whites (Yellow) and Asian (Blue). The two subgroups in Red represent a very small portion of the student body - ones in which even two students with poor attendance would drastically affect the indicator. Given that so many other groups scored in the Orange however and our overall level was Orange, this is still seen as a concern area. To address the increased slippage in attendance, we are continuing to build on the SARB process that was implemented this year and which has already shown promise in increasing attendance. We are also eliminating the previous method of encouraging student attendance through the Attention to Attendance program and replacing it with the more personal and proactive outreach of the new bilingual parent liaison to conduct parental outreach focused around increasing awareness of the importance of attending school, offering classes to parents in topics of interest to increase their connection to school, and ultimately facilitate

the SARB process in the district as well given that among our absentee students we see a high number of Foster Youth (Red) and Socioeconomically Disadvantaged or EL students (Orange).

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

In the College and Career Readiness indicator, the Hispanic student group registered as Orange while All Students group was Green, a differences of two levels. In ELA and Math achievement, Students with Disabilities ranked Orange, which was an increase from 2017's Dashboard, where both were Red, but even Orange is still two levels below the overall student result for the district of Green in ELA and one level below the Math overall indicator which was Yellow.

First, in the College and Career Readiness indicator, Hispanic students were in the Orange while all other subgroups were in Green or were too few in number to generate an indicator. Given that over 55% of our students are Hispanic, this is cause for concern. One step being taken to address this is the hiring of a fulltime bilingual (Spanish) parent liaison position which will be in part responsible for facilitating translations of outreach materials for families and increasing recruitment for both challenging academic courses at the high school and for increasing Hispanic and EL participation in the CTE pathways where they are underrepresented at Gridley High School. Support for the creation of this position was also voiced at community LCAP meetings by participating parents who felt that increasing the ability of the Hispanic community to be involved and learn about their children's education was important.

The second area of growth in this year is in ELA and Mathematics for our Students with Disabilities. Although this subgroup showed growth, moving from Red to Orange, this is clearly a subgroup in need of additional attention. Within this subgroup, 80% are identified as socioeconomically disadvantaged, higher than the district average of 75%. Rates of SWD who are English Learners or reclassified students is consistent with district averages for students overall, at 16% and 38%, respectively. To address this, we are increasing awareness of Universal Design for Learning strategies, Trauma Informed practices targeted to our influx of Camp Fire students as well as the many other students we have who exhibit emotional disturbance or trauma-related manifestations, and increasing school psychologist staffing to permit additional time for more thorough planning to meet the needs of our Students with Disabilities subgroup. Additionally, noticing that participation rates for CAASPP dipped below 95% in the SWD subgroup in the 17-18 year, we are actively campaigning to increase that participation level through educating both teachers and parents about the importance of participation in the appropriate tests for their students.

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.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

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.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

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.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

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

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1: Basic
 Facilities in Good Repair

18-19

Facilities Inspection Tool (FIT) at all schools indicates "acceptable."

Baseline

Facilities Inspection Tool (FIT) at all schools indicates "acceptable."

All school sites were inspected by the Facilities and Maintenance director using the Facilities Inspection tool in the first month of school. All sites were found to be at or above the Acceptable level and in good basic repair.

Metric/Indicator

Priority 5: Pupil Engagement
 Attendance Rate

18-19

Maintain overall attendance percentage above 95% at all school sites.

Average attendance in the district as measured at P2 was 94.54%, which did not meet the stated goal of maintaining overall attendance over 95% at all sites. Wilson was the only site to have an average % attendance over the goal, at 95.38%.

Expected

Baseline

Attendance rate is 93% for the 2015-16 school year as measured at P2.

Metric/Indicator

Priority 5: Pupil Engagement
Chronic Absenteeism Rate

18-19

The number of students district-wide who are identified as Chronic Absentees will be below the state average (currently 10.8% for 16/17).

Baseline

The chronic absentee rate for the 2015-16 school year was 9.91% district wide.

Metric/Indicator

Priority 6: School Climate
Expulsion Rate

18-19

Maintain Expulsion Rate below 1 percent.

Baseline

Expulsion Rate was less than 1 percent for the 2015-16 school year.

Metric/Indicator

Priority 6: School Climate
Suspension Rate

18-19

Decrease suspension rates at all school sites from the Data Dashboard Published rates for 2014-15.

Baseline

McKinley: 0.5%
Wilson: 3.5%
Sycamore 7%
Gridley High School 6.3%.
For the significant subgroup populations, suspension data was as follows:
English Learners: 2.6%
Socioeconomically Disadvantaged: 5.1%
Hispanic: 3.5%
White: 6.9%.

Actual

Chronic Absenteeism in the district in 17-18 was 10.7%, an increase of 1% over the previous year. The state average chronic rate was 9% on the Dashboard.

Expulsion rate in 2017-18 was well under 1%, at 0.2% (five students).

All suspension rates in the district have fallen since the baseline year, and were at 3.3% overall:

McKinley: 0.5%

Wilson: 1.7%

Sycamore 5.9%

Gridley High School 3.9%.

For the significant subgroup populations, suspension data was as follows:

English Learners: 0.8%

Foster Youth: 6.3%

Socioeconomically Disadvantaged: 3.3%

Hispanic: 1.9%

White: 4.9%

Expected

Metric/Indicator

Priority 6: School Climate
CHKS Survey

18-19

Maintain or increase baseline data from the California Healthy Kids Survey (CHKS) as it relates to student safety and school connectedness.

Baseline

The Safe School survey (CHKS) completed in February 2017 indicates that 71 percent of students feel safe and connected to school. The Secondary School Climate Index (SCI) improved from 346 in 2015 to 371. When compared to similar schools, Gridley ranks in the 98th percentile. There was also a noted decrease in the percentage of students who reported being harassed or bullied, from 45% down to 35%. At the Elementary school level, 89% of students reported they feel safe at school. 90 percent reported they feel proud to belong to their school

Metric/Indicator

Priority 8: Other Pupil Outcomes
Physical Fitness

18-19

75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.

Baseline

In 2016-2017, 78.8% of students in grades 5, 7, and 9 met at least 4 of 6 standards of the Physical Fitness Test.

Actual

The most recent CHKS survey data (spring 2019) indicate that school connectedness has dropped within the district, at 70% for Grade 5, 65% for Grade 7, and 56% for Grade 10.

School safety indicators for spring 2019 in the CHKS showed 75% feeling safe at school in Grade 5 and that 75% felt there was an anti-bullying climate present, while 82% being proud to belong to the school. In Grade 7, 64% reported feeling safe at school, and 39% felt there was an anti-bullying climate, while there is no specific "school pride" indicator at the secondary level. In Grade 10, 53% reported feeling safe at school and 30% reported existence of an anti-bullying climate.

In the 17-18 year, 74% of students met at least 4 of the 6 tests.

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
Develop a local SARB to address behavior and attendance issues.	The SARB was initiated through the work of already existing	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,500	Supplies and refreshments for SARB board meetings. 4000-4999: Books and Supplies LCFF

personnel in the district and boards were held in the spring of 2019

Supplemental and Concentration \$600.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide staff training in meeting the needs of trauma sensitive students.	Counselling personnel and some additional staff attended workshops in serving trauma-impacted students, including train-the-trainer workshops for counselling staff.	Professional Development/Training/Consulting 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	Conferences and training fees and travel 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$7400

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement district-wide positive behavior supports for all students.	Provided incentives and rewards to students at sites, PD to staff, and parental outreach about site programs.	Sycamore Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	Sycamore PBIS supplies and incentives 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$3125
		Wilson Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	Wilson incentives, rewards, signage, and parent outreach 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$3588
		Software, PD, Supplies, Rewards (Alt. Ed) 4000-4999: Books And Supplies Supplemental and Concentration \$5,500	Alt ed incentives and refreshments 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$405
			Alt Ed Professional Development 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$3142

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have access to physical and mental health counseling supports. Wilson 1.0 FTE McKinley .50 FTE Sycamore Counseling .76 FTE Alt Ed: .50 FTE	Supported staffing for counseling services: Wilson 1.0 FTE McKinley .50 FTE Sycamore .76 FTE Alt Ed: .50 FTE	Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$174,390 Counseling Staff 3000-3999: Employee Benefits Supplemental and Concentration \$44,960	Counseling salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$163,272 Counseling benefits 3000-3999 Employee Benefits LCFF Supplemental and Concentration \$56237

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have access to health support services	Supported staffing of three health aide positions; a 4th planned was not filled.	Health Aides 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$44,185 Health Aides 3000-3999: Employee Benefits Supplemental and Concentration \$14,941	Health Aide salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$27,100 Health aide benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$12,821

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	Continued this service through the 18-19 school year.	A2A Annual Subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,300	A2A Annual Subscription 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$19,300

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

All sites will annually evaluate the condition of their facilities.

Operations and Maintenance Director conducted site inspections using the Facility Inspection Tool (FIT) in the first month of the school year.

Not Applicable Not Applicable \$0

N/A Not Applicable \$0

Action 8

Planned Actions/Services

Students in grades 5, 7, and 9 will participate in the Physical Fitness Test.

Actual Actions/Services

Students in grades 5, 7, and 9 participated in the California Physical Fitness with 98% of students participating.

Budgeted Expenditures

Not Applicable Not Applicable \$0

Estimated Actual Expenditures

N/A Not Applicable 0

Action 9

Planned Actions/Services

Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, additional lunchtime supervision; installation of additional fencing, gates, and cameras at school sites to control unauthorized access and monitor access.

Actual Actions/Services

Retained campus crossing guards for elementary schools, high school campus supervisors, and noon duty supervisors K-8. Purchased additional security radios for Wilson school personnel. Installed security cameras at alternative education center.

Budgeted Expenditures

District-wide security needs - fencing, lock-blocks, gates, camera system installation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000

0.50 AP at Wilson Elementary for additional admin coverage 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,321

0.50 AP at Wilson Elementary for additional admin coverage 3000-3999: Employee Benefits Supplemental and Concentration \$13,006

GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security 2000-2999:

Estimated Actual Expenditures

Security cameras and radios 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$5151

AP/TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$69,925

AP/TOSA Benefits 3000-3999 Employee Benefits LCFF Supplemental and Concentration \$18,326

Campus Supervisor Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$56,050

		Classified Personnel Salaries Supplemental and Concentration \$54,821	
		GHS Campus Supervisors - - providing additional coverage on a large, open campus for student safety and security 3000-3999: Employee Benefits Supplemental and Concentration \$12,711	Campus Supervisor Benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$14,652
		Wilson Campus Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,546	Noon Supervisors, Wilson, Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1041
		Wilson Campus Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students. 3000-3999: Employee Benefits Supplemental and Concentration \$1,074	Noon Supervisors, Wilson, Benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$106

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All parents will have access to parenting classes that support district initiatives.	No parent classes were conducted during this school year.	Parenting Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	n/a Not Applicable Not Applicable \$0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide training and collaboration opportunities for counseling staff in order to effectively support the socio-emotional needs of all students.

Counseling staff were offered opportunities to attend ROPES workshops, undertook common preparation meetings, and some attended additional workshops post Camp Fire in traumatized students.

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000

Included already under Goal 1, Action 2.

Purchased Second Step Curriculum K-8 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$3385

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.

As can be seen in the expenses listed, most areas underspent the allotted budgets. In the case of the SARB and parent classes position there was no clear and defined plan on taking the initiative to drive forward the development of the position early enough in the year to secure hiring, though the SARB itself was finally formed and meetings held in spring of 2019. A position description was developed to address this unfulfilled action and is in process of being brought forward to hire for the start of the 19-20 school year. In other areas, insufficient training opportunities were identified in order to fully expend the allotted funds. A candidate was found and the AP position filled. Three of the four planned health positions were filled; the fourth was deemed unnecessary in this school year but ultimately will be filled for the 19-20 school year as additional students with intense health needs have entered the district.

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

The overall goal in which "all students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health" has only been partially fulfilled in this school year. Several planned actions and expenditures did not take place at all while others were only partially implemented. The metrics used to assess this goal bear this out as students do not report feeling as safe or bully-free as previous years' data indicated, despite efforts to increase counseling and support services at the sites and build positive school cultures. The actions and services implemented this year have not so far been reflected in attendance data either, though the full implementation of SARB has already shown impact on the 11 of the 17 students referred to SARB who have already been exited from the program due to changes in attendance behaviors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As noted above, several program areas with planned actions or services used no money due to unclear expectations in the initial planning for those actions. In others, additional needs arose during the year that were unforeseen and required more immediate attention, taking focus away from some of the original plans made in spring of 2018 (e.g. the Camp Fire). In the one case where budgeted funds were exceeded (the Wilson AP) this was due to underestimation of the cost of the employee budgeted versus the

years of experience and salary placement of the individual hired, plus the addition of a retroactive raise at the end of the 18-29 school year which affects the expected actuals for the year.

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

The data collected in the California Healthy Kids Survey, plus parent and staff input and the Chronic Absenteeism indicator, all point to some changes that will be undertaken in this goal area to promote a safe and supportive school culture.

Action 1 (SARB) is being expanded to include a fulltime classified position responsible for managing district attendance, conducting parental outreach, and facilitate the School Attendance Review Board, among other duties.

Action 2 (trauma training) is being expanded to include additional money to support expanded training opportunities for classified personnel in working with students in trauma.

Action 3 (PBIS) is being expanded to include addition of a behavior specialist to provide guidance to staff on student behaviors, help monitor and plan actions around student behaviors, and otherwise improve climate at campuses throughout the district.

Action 4 (counselors) is being expanded through addition of another fulltime school psychologist and increasing the FTE of counselors in the district by an additional 0.75.

Action 5 (health aides) is being expanded through funding a fourth health aide in the district and investing in additional screening gear to increase the physical health of students and provide earlier health intervention when needed.

Action 6 (Attention to Attendance) is being discontinued, with the cost savings going to help fund the fulltime position in Action 1.

Action 9 (Security) is being expanded through hiring an additional fulltime campus supervisor at the high school level and through specific dedication of funds to add additional camera coverage to sites in the district.

Action 11 will undergo a slight modification in that although still present, two additional funding streams are available to support materials and training for counseling staff.

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

All students will graduate from high school ready for college or career

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Parent Involvement
Raise Parent Attendance at College & Career Nights

18-19

Raise parent attendance at college and career nights and activities by 10% above previous year.

Baseline

Sign-in sheets from college and career activities indicate that 10% of parents attended an event on campus during the 2015-16 school year.

Metric/Indicator

Priority 4: Pupil Achievement
SAT/ACT Participation

Actual

Sixty (60) senior students and their parents attended the 2018-19 Cash for College night; in 2017-18 the number was 45. This is an increase of 33% over the 17-18 year. This represents 39% of seniors in the district.

In the 2018-19 school year, 60 seniors took the exam in the fall on campus and another 94 juniors took it on campus in the spring, for a total of 154.

Expected

18-19

Increase the number of students who take the SAT/ACT.

Baseline

In the 2017-2018 school year, 123 students took the SAT and/or ACT test.

Metric/Indicator

Priority 4: Pupil Achievement
AP Enrollment and Pass Rate

18-19

Increase the number of students enrolled in AP courses and increase the AP assessment passing rate.

Baseline

AP test passing rates for 2014-15: 82 tests taken, 41% passed with a 3 or higher.

2015-16: 123 tests taken, 59% passed.

Metric/Indicator

Priority 4: Pupil Achievement
College and Career Readiness

18-19

Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard.

Baseline

32.7% of students were prepared for college and career on the Fall 2017 Dashboard.

Metric/Indicator

Priority 4: Pupil Achievement
Statewide Assessment Data

18-19

Maintain 11th grade CAASPP scores above state average in ELA and Math.

Baseline

In the 2016-17 school year, 76% of 11th grade students met or exceeded standards in ELA and 42% met or exceeded standards in math. The state average for ELA was 62% and the average for math was 34%.

Actual

In 2017, the latest year for which the state has released data, Gridley students took 110 AP exams with a pass rate of 38%. In the 18-19 school year, 75 individual students were enrolled in one or more AP classes at Gridley High School, totaling 93 enrollments. In 17-18, 99 individuals made up the 128 AP enrollments, and in 16-17 110 students made up the 132 enrollments in AP courses.

In the 2018 Dashboard, 41% of students were deemed College and Career Ready, an increase of 2.6% over the previous year's final Dashboard numbers according to the Dashboard, although the reported number on the 2017 Dashboard is in fact 32.7%, so the actual increase is closer to 8%.

In 2017-18, 11th grade ELA scores fell, placing 58.4% of students at met or exceeded standards. This was still above the state average of 51.6% however, as has GHS students achieved measures of 17.3 points above standard on average while the state average was 6 points under standard. Math scores fell as well, with 37.5% of GHS students meeting or exceeding standards. This was ahead of the state average (31.37%) at 34.9 points below standard, whereas the state sat at 36.4 below standard.

Expected

Metric/Indicator

Priority 4: Pupil Achievement
A-G Completion

18-19

48% of students will complete A-G requirements prior to graduation.

Baseline

For 2014-15 48 students (30%) completed all of the A- G course requirements.

Metric/Indicator

Priority 5: Pupil Engagement
Middle School Dropout Rate

18-19

Middle School dropout rate will be 1.5% or below.

Baseline

Middle School dropout rate 15/16: 2%

Metric/Indicator

Priority 5: Pupil Engagement
High School Dropout Rate

18-19

High School dropout rate will be 4.5% or below.

Baseline

High School dropout rate 15/16: 5%.

Metric/Indicator

Priority 5: Pupil Engagement
Graduation Rate

18-19

Maintain 91% or higher graduation rate.

Baseline

Graduation Rate for 2014- 15: 89.3% overall.
For the designated subgroups the graduation rates were:
Hispanic 87.7%,
Disadvantaged 85.9%,
English Learner 78.1%.

Actual

The class of 2019 has an A-G completion rate of 32.5% according to date reported in the Aeries student information system, completing the full slate of courses with a C- or better.

The most recent officially available middle school dropout rate was zero percent for the 2017 school year.

The most recent officially available dropout rate was 1.2% for the high school in the 2017 school year.

Graduation rate for 2018 was 91.7% overall, an increase of 8.4% over 2017
For the designated subgroups the graduation rates were:
Hispanic 90.9%, increased 7.6% over 2017 and above state average of 81.2%
Disadvantaged 90%, increased 9.6% over 2017 and above state average of 80.8%
English Learners - not publicly available due to the small number of students (10). State average is 70.9%
Students with Disabilities - 57.1%, an increase of 23.8 over 2017 but below state average of 71.4%

Expected

<p>Metric/Indicator Priority 7: Course Access Students Eligible for Integrated Math in 9th Grade</p> <p>18-19 Increase the number of students enrolled in Integrated Math 1 or Integrated Math 2 in ninth grade.</p> <p>Baseline In 2016-17, 108 ninth grade students were enrolled in Integrated Math 1 or Integrated Math 2.</p>
<p>Metric/Indicator Priority 7: Course Access Credit Deficiency</p> <p>18-19 28 or fewer GHS students will be 20 or more credits deficient.</p> <p>Baseline In 2014-15, 34 students were 20 or more credits deficient. In 2015-16, 28 students were 20 or more credits deficient.</p>
<p>Metric/Indicator Priority 8: Other Pupil Outcomes Career & Technical Education</p> <p>18-19 CTE Pathway completion will increase each year.</p> <p>Baseline CTE course completion will increase each year. As of the 2014-15 school year, 325 students were enrolled in a CTE course.</p>

Actual

<p>In the 2016-17 school year, 18.5% of 9th graders were enrolled in IM 1 or IM2. In the 2017-18 school year, 20% of 9th graders were enrolled in either IM1 or IM2. In the 2018-19 school year, 17% of 9th graders were enrolled in those classes, a decrease of 3% over the previous year.</p>
<p>Gridley High School data indicate there to be 25 students at 20 or more credits deficient for the 18-19 school year.</p>
<p>In the 2017-18 schoolyear, CALPADS recorded a single official pathway completer. In the 2018-19 school year, the completion number is predicted to be 36. A total of 363 students are enrolled in at least one CTE pathway course in the 2018-19 school year.</p>

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

Complete Health Sciences Pathway with addition of a Capstone Course.

The Health Pathway was completed with the addition of the capstone class and hiring of a new credentialed pathway instructor.

CTE (3 periods) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,337

Certificated Salary and Benefits for Pathway Instructor - 3 periods 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$40,534

CTE (3 periods) 3000-3999: Employee Benefits Supplemental and Concentration \$6,661

Incorporated Above.

Action 2

Planned Actions/Services
Provide for on-site college entrance testing at minimal or no cost to students.

Actual Actions/Services
Implemented on-site SAT testing for over 150 students and maintained fee waivers for AP testing. Funding from remaining CCR grant used to fund the exams.

Budgeted Expenditures
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000

Estimated Actual Expenditures
Remaining College/Career Readiness Grant Funds used for this expense. Not Applicable Not Applicable 0

Action 3

Planned Actions/Services
Provide remedial literacy support and math support classes at GHS

Actual Actions/Services
Reading intervention was not offered at GHS. Additional sections of Integrated Math 1A and 2A were offered, and these are considered intervention courses.

Budgeted Expenditures
Reading Intervention (one period) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,210

Estimated Actual Expenditures
N/A 0

Reading Intervention (one period) 3000-3999: Employee Benefits Supplemental and Concentration \$5,661

N/A 0

GHS After-School Academy 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000

GHS After-School Academy Teacher Pay 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$3000

		GHS Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,773	GHS Tutors Student Pay 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$300
		GHS Math Support (one period) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,436	Math Intervention, one period 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$17,035
		GHS Math Support (one period) 3000-3999: Employee Benefits Supplemental and Concentration \$4,337	Included above.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support CTE Pathways sustainability.	Provided some supplies support for CTE pathways, though other grant funds became available - welding supplies, Ag Barn materials, media pathway, health pathway, and floral class supplies. Provided support for periods of CTE pathways instructor salary.	4000-4999: Books And Supplies Supplemental and Concentration \$70,000	Supplies for CTE Pathways 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$29,200
			CTE Instructor salary and benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$36,813

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement career exploration and career counseling at Alt. Ed.	Conducted Two Field Trips; encumbrance for transportation not seen in financial software. Sponsored Reg to Go for Butte College, offered Senior Seminar to students, all through College and Career Readiness grant funds.	Field Trips, Speakers (Alt. Ed) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000	Supplies for college readiness. 4000-4999: Books and Supplies Other \$966

License Renewal/PD (Alt. Ed)
5000-5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$700

N/A Not Applicable Not
Applicable \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue credit recovery options using Cyber High (GHS) and Odysseyware (Alt Ed).	Provided Odysseyware to Alternative Education and Cyber High to Gridley High School for credit recovery.	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,000	Fee for 25 seats in Odysseyware 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$15,935
		Cyber High 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,500	Fee for Cyber High 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$8500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of AVID at Sycamore.	Funded field trips, AVID conference attendance, and AVID membership fees. Transportation fees pending.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000	AVID membership and transportation 5000-5999: Services and Other Operating Expenditures \$7000
		4000-4999: Books And Supplies Supplemental and Concentration \$2,000	N/A Not Applicable Not Applicable \$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide college and career information nights.	Reg to Go and Cash for College were held for students in grade 12. Other grant funds used to fund the expenses.	4000-4999: Books And Supplies Supplemental and Concentration \$2,000	N/A Not Applicable Not Applicable \$0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional AP courses for students.	AP courses were offered in Geography, US History, Calculus, Statistics, Language, and Literature.	1 period AP History 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,593	1 period of AP US History, salary and benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$19,544
		1 period AP Geography 3000-3999: Employee Benefits Supplemental and Concentration \$4,929	1 period of AP Geo, salary and benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$17,035

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a year-long geography course for all 9th grade students.	1 full FTE of geography is offered, which is above state requirements as there is no state requirement for freshman social science.	1 extra teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,467	1 FTE teacher in social science. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$58,982
		1 extra teacher 3000-3999: Employee Benefits Supplemental and Concentration \$10,280	Included above. Not Applicable Not Applicable \$0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an additional Spanish teacher.	Added 1.0 FTE Spanish teacher.	Additional Spanish Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$57,087	1.0 FTE Spanish teacher salary and benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$68,216
		Additional Spanish Teacher 3000-3999: Employee Benefits	Included above. Not Applicable Not Applicable \$0

Analysis

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

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

Actions and services associated with the goal of improving college and career readiness in students were largely carried out successfully this year. The following ones were not made or were partially carried out:
After school tutoring and additional help was implemented, though turnout for the student tutor position was minimal. Two hours per week of support was provided by a credentialed teacher, focusing on mathematics. Additional reading intervention was not provided at the high school.
Support for CTE sustainability and free or low cost testing as well as college and career work at the 9-12 level was not utilized through LCFF funds to the degree first thought as additional grant funds were made available instead, supporting our 245 high needs students (English Learner, Socioeconomically Disadvantaged, or Foster) in those programs.
Other actions and services were implemented as planned.

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

Parental and student involvement in the college and career nights, as well as student participation in the free or low cost testing on campus (AP and SAT) shows that numbers are increasingly taking advantage of these services.
Enrollment in AP courses is in decline as is the number of AP testings being administered, but still show 45 high needs students among the 75 enrolled.
College and Career Readiness indicator is increasing however, showing that despite decreasing numbers taking AP courses, that students are continuing to meet expectations through other means, perhaps via increased participation in CTE programs. In the CTE programs, 245 students (two thirds of students enrolled in CTE) are identified as being within the unduplicated student count (English Learner, Socioeconomically Disadvantaged, or Foster).
A to G completion rates fell shy of the 48% target set for 18-19, but remain higher than the 2014-15 baseline year when rates were at 30%.
Student credit deficiency is within goal parameters, but this number of students is clearly also affecting the A-G rates as well, particularly in the areas of math and English.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Insufficient staff and student interest in the after school academies caused the reduction in funds expenditure for that service. Differences in other staffing costs were due to estimations of staffing during budget planning differing from who actually filled positions, plus a retroactive raise included in the expected actual expenditures for the year. In other cases (e.g. Cyber High) differences resulted due to over or underestimation of the cost of the service or program in early budgeting, or in other cases noted in the narratives, due to additional funding sources becoming available such as grants or categorical carryover amounts.

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 are no substantial sweeping changes to this overall goal or the actions and services for the 2019-20 year. As the final year of this LCAP cycle, there will be potentially significant alteration in the coming year once various planned actions and services have had time for the data available to "catch up" with their implementation. Changes that may occur to the 2019-20 plan will primarily involve adjusting budgets to more closely reflect the expenditures and availability of other funding streams. GHS will be replacing the reading intervention position with a more targeted focus on mathematics to support the lower achievement rates in that area. At Sycamore, support to add two periods of Spanish 1 as an elective is being added as an additional action or service - one period for any student and one period targeted toward native speakers. This is being added to promote college and career readiness by allowing students to continue on a path toward the Seal of Biliteracy when they enter high school since they will be eligible to move straight into Spanish 2, and the Seal is a CCR indicator component.

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

All students will achieve proficiency in core subject areas as measured by State and Local Assessment Data

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Basic
Appropriate Teacher Assignment

18-19

100% of teachers are fully and appropriately credentialed.

Baseline

100% of teachers are fully and appropriately credentialed.

Metric/Indicator

Priority 1: Basic
Sufficient Instructional Materials

18-19

All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.

Actual

100% of teachers are fully and appropriately credentialed.

All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements. No Williams Act complaints were filed in the 2018-19 school year.

Expected

Baseline

All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.

Metric/Indicator

Priority 2: Implementation of State Standards

18-19

Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies based on staff reflection of the standards implementation matrix.

Baseline

Survey data collected during the 2016-17 school year indicate that teachers rated themselves in the "Developing Awareness" category on the standards implementation matrix for ELA, and in the "Initial Awareness" category in Mathematics.

Metric/Indicator

Priority 3: Parental Involvement

18-19

Increase or maintain opportunities for parent involvement and stakeholder engagement.

Baseline

Sign-in sheets from school and district parent involvement activities indicate that efforts are made to involve parents but parent turnout is inconsistent.

Metric/Indicator

Priority 4: Pupil Achievement
Language Proficiency

18-19

Decrease the number of students district-wide who are identified as Long Term English Learners (LTELs) to below the state average (currently at 9.7% for 16/17).

Actual

In the 2017-18 implementation survey, teachers rated themselves at or above the "Developing Awareness" level on average in the area of ELA and ELD standards. In math, the vast majority rated themselves at "Developing Awareness" (32 of 61 respondents) with much fewer rating themselves as high as they did in ELA or ELD. This indicates improving levels of comfort with the standards.

In the 2018-19 survey, a new measurement level is suggested in the implementation tool made available through the state. In this tool, teachers are asked to rate themselves on a scale of 1-5 in their level of implementation of Common Core in multiple areas beyond just ELA and math. In 2018-19, the staff rated themselves at Initial to Full Implementation (level 3-4) for ELA and ELD, Full in math (level 4), Initial in science (3), and in social studies the results were evenly split at levels 1-4, except in the area of materials for social studies where they felt they were between level 1-3 overall. Faculty also reported needing additional professional development in science and in social studies.

Opportunities for parental involvement in the district in the 2018-19 school year included participation in the Elementary PTA, Site Council at all campuses, Migrant Education Parent Council, Pastries with the Principal and Partners in Education luncheons at Wilson, English Learner Advisory Committee, a special Camp Fire new community member meeting, a yearly parent survey as part of the Healthy Kids process, and four parent/community LCAP meetings at the district level. Meetings were promoted variously through word of mouth, flyers sent home with students in their communication folders, postings on the district website, social media outreach, and use of the district autodialer system. Parent turnout for these meetings remains at baseline levels as evidenced in sign in sheets and receipt of emailed or phone-call input when asked for as well as on the parent survey response rate.

The current percentage of Long Term English Learners in the district is 12%, up from 6% at the end of the 2017-18 year - an increase.

Expected

Baseline

In 2015-2016, 6.2% of GUSD students were classified as Long Term English Learners (LTELs). The state average was 10.1%.

Metric/Indicator

Priority 4: Pupil Achievement
Language Proficiency

18-19

The percentage of students who grow by one level as measured by the CELDT/ELPAC will increase by 5% over the previous year.

Baseline

In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.

Metric/Indicator

Priority 4: Pupil Achievement
Language Proficiency

18-19

The percentage of students who are reclassified will increase by 5% over the previous year.

Baseline

In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.

Metric/Indicator

Priority 4: Pupil Achievement
District Benchmarks

18-19

Increase the percentage of first-grade students reading at grade level as measured by district benchmark assessments (BPST and Running Records).

Baseline

Actual

This measure is impossible to calculate for the current year as there is only one year of ELPAC data, and ELPAC measures cannot be compared to the now defunct CELDT score. Baseline data from the 17-18 summative ELPAC showed overall students levels of:

4 - 30%

3 - 38%

2 - 19%

1 - 13%

For the 2017-18 school year, the one year reclassification rate was 12% (number of students reclassified this year divided by total English Learners plus newly reclassified students) and the cumulative reclassification rate was 63% (all reclassified students divided by all reclassified plus all English Learners). For the 2018-19 school year, the one year reclassification rate was 25% . The cumulative reclassification rate of the district was 65% for 2018-19.

At the end of the 2017-18 school year, 90% of first graders were reading at grade level. At the end of the 2018-19 school year, BPST and running records show 80% at grade level.

Expected

Multiple Measures (BPST, Running Records) indicated that 87% of first-grade students were proficient in reading at the end of the 2015/16 school year.

Metric/Indicator

Priority 4: Pupil Achievement
CAASPP

18-19

The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3.

Baseline

In 2015-2016, the status for students in grades 3-5 was 3.7 points above level 3 in ELA.

Metric/Indicator

Priority 4: Pupil Achievement
CAASPP

18-19

The average distance from level 3 in Math for students in grades 3-5 will be no more than 18 points below level 3.

Baseline

In 2015-2016, the status for students in grades 3-5 was 14.4 points below level 3 in Math.

Metric/Indicator

Priority 4: Pupil Achievement
CAASPP

18-19

The average distance from level 3 in ELA for students in grades 6-8 will be no more than 10 points below level 3

Baseline

In 2015-2016, the status for students in grades 6-8 was 20.2 points below level 3 in ELA.

Metric/Indicator

Priority 4: Pupil Achievement

Actual

For the 17-18 testing year, distance from standard in ELA at Wilson was:

3: +4

4: -7

5: +3

The net average distance from standard (DFS) was zero.

For Students with Disabilities, the average DFS was 70.9 below, maintained at 1.8 from 2017.

For English Learners, the average DFS was 15.9 points below standard, improvement of 9.4 from 2017.

For disadvantaged students, the average DFS was 10.7 below standard, improvement of 6.9 points from 2017.

For the 17-18 testing year, distance from standard in math at Wilson was:

3: +11

4: -17

5: -39

The net average distance from standard was -15.

For Students with Disabilities, the average DFS was 84.8 below, declined 5.8 from 2017.

For English Learners, the average DFS was 26.9 points below standard, improvement of 5.8 from 2017.

For disadvantaged students, the average DFS was 23.0 below standard, improvement of 7.1 points from 2017.

For the 17-18 testing year, distance from standard in ELA at Sycamore was:

6: zero

7: -18

8: -23

The net average distance from standard (DFS) was -14.

For Students with Disabilities, the average DFS was 95.8 below, maintained at -0.7 from 2017.

For English Learners, the average DFS was 46.0 points below standard, improvement of 4.7 from 2017.

For disadvantaged students, the average DFS was 22.8 below standard, improvement of 6.8 points from 2017.

For the 17-18 testing year, distance from standard in math at Sycamore was:

6: -46

Expected

CAASPP

18-19

The average distance from level 3 in Math for students in grades 6-8 will be no more than 60 points below level 3.

Baseline

In 2015-2016, the status for students in grades 6-8 was 58.5 points below level 3 in Math.

Actual

7: -46

8: -79

The net average distance from standard (DFS) was -57.

For Students with Disabilities, the average DFS was 146.1 below, maintained -1.0 from 2017.

For English Learners, the average DFS was 84.1 points below standard, improvement of 17.9 from 2017.

For disadvantaged students, the average DFS was 66.3 below standard, improvement of 10.8 points from 2017.

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
Textbook purchases for additional Spanish course at GHS.	Texts were adopted to support the new Spanish program.	Spanish textbooks for new course 4000-4999: Books And Supplies Supplemental and Concentration \$35,000	Spanish textbooks for new course 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$38,306

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify essential standards and common assessments through district-wide collaboration.	Two meetings each were held for vertical articulation in math and ELA. Consultant Maria Nielsen worked with all sites a total of seven days throughout the year - two additional days planned were cancelled due to Camp Fire. Site PLCs worked to collaborate and plan common instruction and assessment during Early Release time throughout the year and on site-specific release days.	Subs for Teacher Release Days (3 ELA, 3 Math) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 Refreshments/Supplies for Teacher Release Days 4000-4999: Books And Supplies Supplemental and Concentration \$2,000	Release days for PLC work 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$8000 Working lunches and refreshments for PLC days 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$1200

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain class size in grades K-3 at 24:1.	Retained two additional FTE of teachers to maintain class sizes at 24:1 or less (Wilson and McKinley).	Two extra teaching positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,856	Salaries for 2.0 FTE teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$163,256
		Two extra teaching positions 3000-3999: Employee Benefits Supplemental and Concentration \$29,244	See above - included.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional aide support to K-3 classrooms.	Provided instructional support through supporting 10 additional aides at McKinley and three at Wilson.	Wilson Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,932	Wilson aides, salary and benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$55,302
		Wilson Instructional Aides 3000-3999: Employee Benefits Supplemental and Concentration \$17,047	Included above.
		McKinley Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$110,055	McKinley aides, salary and benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$162,402
		McKinley Instructional Aides 3000-3999: Employee Benefits Supplemental and Concentration \$45,145	Included above.

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to train all teachers and Implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12.	Two meetings each were held for vertical articulation in math and ELA. Consultant Maria Nielsen worked with all sites a total of seven days throughout the year - two additional days planned were cancelled due to Camp Fire. Site PLCs worked to collaborate and plan common instruction and assessment during Early Release time throughout the year and on site-specific release days. Release time and subs were covered to permit additional planning days, allow attendance at conferences by teachers and administrators, and provide additional material support to enhance CCSS teaching in classrooms (e.g. supplies - microscopes and other science equipment, supplementary curriculum, etc.)	<p>Cost of Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> <p>Supplies-Sycamore, GHS, Esperanza 4000-4999: Books And Supplies Title I \$31,898</p> <p>Travel and Conferences 5000-5999: Services And Other Operating Expenditures Title I \$1,588</p> <p>Wilson Teacher Release Time for Planning 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p> <p>Materials & Supplies for Teacher Release Time (Wilson) 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p> <p>Summer Boot Camp & Materials (Alt. Ed) 4000-4999: Books And Supplies Supplemental and Concentration \$2,300</p>	<p>Release time and sub costs to attend subject area conferences, planning days, etc. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$30,000</p> <p>Costs subsumed in other areas. Not Applicable Not Applicable \$0</p> <p>Supplies to support Common Core instruction at Sycamore, GHS, and Esperanza 4000-4999: Books and Supplies Title I \$12,300</p> <p>Support conference attendance for classified, certificated, and admin staff in assisting struggling students. 5000-5999: Services and Other Operating Expenditures Title I \$3077</p> <p>Release time for Wilson Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$7500</p> <p>Already included in amount for Action 2. Not Applicable Not Applicable \$0</p> <p>Cover summer boot camp costs and materials throughout the year. 4000-4999: Books and</p>

			Supplies LCFF Supplemental and Concentration \$2300
		Sub Costs (Alt. Ed) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500	Subs to cover conference attendance. Not Applicable Not Applicable \$500
		Workshops, Conferences (Alt. Ed) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000	Already included in other Actions and Services. Not Applicable Not Applicable \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.	Purchased IXL for grades 1-12 in ELA, 6-12 in math, and 6-8 in science. Purchased Illuminate K-12 assessment and data warehousing system (including McKinley and Wilson report cards). Purchased Rigby Benchmarking kits for McKinley.	IXL Subscription for K-12 ELA and Math, 6-12 ELA 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000	Purchase IXL 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$19,014
		K-5 Subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	Purchase Illuminate. 5800: Professional/Consulting Services and Operating Expenditures \$12,354
			Purchase Rigby Benchmarking for McKinley 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$5028

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Library/Media Services and Technical support at sites.	Supported library and media clerk positions at Wilson, Sycamore, and GHS as well as two IT	Two support technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,487	Two IT Techs, salary and benefits 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$145,329

	<p>technician positions working throughout the district.</p>	<p>Two support technicians 3000-3999: Employee Benefits Supplemental and Concentration \$37,957</p>	<p>Included above.</p>
		<p>GHS Media/Library Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,404</p>	<p>GHS library/media clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$35,304</p>
		<p>GHS Media/Library Clerk 3000-3999: Employee Benefits Supplemental and Concentration \$7,719</p>	<p>Included above.</p>
		<p>Sycamore Media/Library Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,204</p>	<p>Sycamore library/media clerk salary and benefits. 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$17,444</p>
		<p>Sycamore Media/Library Clerk 3000-3999: Employee Benefits Supplemental and Concentration \$5,891</p>	<p>Included above.</p>
		<p>Wilson Media Library/Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,011</p>	<p>Wilson library/media clerk, salary and benefits. 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$21,127</p>
		<p>Wilson Media Library/Clerk 3000-3999: Employee Benefits Supplemental and Concentration \$13,899</p>	<p>Included above.</p>

Action 8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1 District level TOSA. 1 District level Special Projects/Curriculum Coordinator.

Retained 1.0 FTE administrator as Special Projects and Curriculum Coordinator, 1.0 FTE Teacher on Special Assignment instructional coach, and 0.5 FTE Teacher on Special Assignment (combined with 0.5 FTE admin as Wilson/Sycamore AP)

.5 FTE Special Projects Curriculum Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$57,900

1.0 FTE Special Projects and Curriculum Coordinator 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$121,475

.5 FTE Special Projects Curriculum Coordinator 3000-3999: Employee Benefits Supplemental and Concentration \$16,055

Included above.

1.5 FTE TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$123,542

1.5 TOSA FTE 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$218,018

1.5 FTE TOSA 3000-3999: Employee Benefits Supplemental and Concentration \$36,539

Included above.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure student access to emerging technologies.</p>	<p>Provided travel budget for site staff to attend technology conferences (e.g. Aeries, IXL, CUE) as well as trainings for district staff in areas of job necessity. GHS provided additional technology to teachers and students beyond base program. Wilson provided additional technology beyond the base program.</p>	<p>GHS Technology Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>District Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p>	<p>Provide technology training to staff and technology access to staff and students through additional laptops, projection equipment, updated software, etc. 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$15,909</p> <p>Districtwide travel and conferences 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$8552</p>

		District technology purchases 4000-4999: Books And Supplies Supplemental and Concentration \$317,800	District technology purchases (hardware) 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$404,200
		Wilson Technology 4000-4999: Books And Supplies Supplemental and Concentration \$30,000	Wilson Technology (hardware) 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$864
		GHS Technology 4000-4999: Books And Supplies Supplemental and Concentration \$44,000	Provide technology training to staff and technology access to staff and students through additional laptops, projection equipment, updated software, etc. 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$23,000
			Wilson Technology (conferences and software) 5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration \$20,115
			District Technology purchases (software) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$110,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for all students across all grade levels.	Provided budget of \$20,000 to district music teacher to repair existing instruments, purchase new ones, and purchase additional supplies for the program (e.g. sheet music, curriculum, etc.).	Music Program 4000-4999: Books And Supplies Supplemental and Concentration \$20,000	Music programs - supplies and repairs 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$15,020

	<p>Provided additional supplies budgets to teachers beyond base budget allotments. Supported outside arts and enrichment presenters.</p>	<p>Sycamore Enrichment 4000-4999: Books And Supplies Supplemental and Concentration \$13,182</p>	<p>Sycamore enrichment supplies. 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$9500</p>
		<p>McKinley Enrichment 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p>	<p>McKinley enrichment supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$6055</p>
		<p>Wilson Enrichment 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p>	<p>Wilson enrichment supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$5000</p>
		<p>Wilson Performances 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p>	<p>Wilson performances and conferences 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$12,500</p>
		<p>Wilson Stem Class (.5 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$5,986</p>	<p>Position not filled. Not Applicable Not Applicable \$0</p>
		<p>Wilson Stem Class (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,544</p>	<p>Position not filled. Not Applicable Not Applicable \$0</p>
			<p>McKinley Staff Conferences/Travel 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$4400</p>

Action 11

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development.

Supported leadership stipends throughout the district. Supported outside consultant to lead PLC implementation. Supported release days for co-planning and to work with outside consultant.

Leadership stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,114

Leadership stipends 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$35,960

PLC training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$85,000

Consultant fees- Maria Nielsen 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$35,000

4 sub days for PLC training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,058

Teacher release days within district. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$60,000

Refreshments for PLC training 4000-4999: Books And Supplies Supplemental and Concentration \$4,000

Refreshments and working lunches during release days. 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$2000

Stipend for attending PLC training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000

Stipends were not implemented during the school year for PLC work; work was completed in PLC time and through extra duty hours. 0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Intervention support.	Wilson after school program not filled. No applicant could be secured. Classroom aides and intervention teachers were supplied at Wilson and other sites.	<p>Wilson Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <p>Wilson Academic Support Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p>	<p>Not filled. \$0</p> <p>Subsumed in other areas. \$0</p>

Wilson Intervention Teachers
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$100,828

Wilson intervention teachers,
salary and benefits 1000-1999,
3000-3999: Certificated Salaries
and Benefits LCFF Supplemental
and Concentration \$107,663

Wilson Intervention Teachers
3000-3999: Employee Benefits
Supplemental and Concentration
\$29,669

Included above

McKinley Intervention Teachers
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$101,124

McKinley Intervention teachers,
salary and benefits 1000-1999,
3000-3999: Certificated Salaries
and Benefits LCFF Supplemental
and Concentration \$135,126

McKinley Intervention Teachers
3000-3999: Employee Benefits
Supplemental and Concentration
\$33,856

Included above

Sycamore Intervention Teachers
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$209,594

Intervention Teacher salary and
benefits 1000-1999, 3000-3999:
Certificated Salaries and Benefits
LCFF Supplemental and
Concentration \$283,707

Sycamore Intervention Teachers
3000-3999: Employee Benefits
Supplemental and Concentration
\$73,538

Included above

Title I Intervention Staff 1000-
1999: Certificated Personnel
Salaries Title I \$350,693

Title I Intervention Teachers,
salary and benefits 1000-1999,
3000-3999: Certificated Salaries
and Benefits Title I \$367,365

Title I Intervention Staff 3000-
3999: Employee Benefits Title I
\$118,788

Title 1 Intervention Aides, salary
and benefits 2000-3999:
Classified Salaries and Benefits
Title I \$93,627

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attract and retain high-quality teachers	Provided compensation sufficient to put Gridley as a leading district in the county in compensation.	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$8,581,369</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$3,047,985</p>	<p>General Fund certificated salary and benefits - LCFF Base 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base \$10,257,161</p> <p>General Fund certificated salary and benefits - Education Protection Acct and Lottery 1000-1999, 3000-3999: Certificated Salaries and Benefits Locally Defined \$3,078,088</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor appropriate credentialing and assignments for all teachers.	Human Resources Director position monitors all teacher credentialing and assures that personnel are working within their credentials.	Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin implementation and support of NGSS at all sites through professional development and curricular support.	Began adoption process for science curriculum in grades 6-8 after readiness survey in K-8, supported supplementary materials K-8 in science - FOSS kits, Mystery Science, and science materials.	Curricular support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000	Science supplies and training 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$3025

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Monitor progress of English Learners and Reclassified students biannually.

Implemented Ellevation software to assist in tracking, monitoring, and reclassifying English Learners

Not Applicable Not Applicable \$0

Ellevation software 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$9000

Action 17

Planned Actions/Services

Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC/DELAC, and site parent meetings.

Actual Actions/Services

Supplies and refreshments to support parent meetings. Financially absorbed in other LCAP areas.

Budgeted Expenditures

EL Parent and Family Engagement Activities 4000-4999: Books And Supplies Title III \$1,000

Title I Parent and Family Engagement Activities 4000-4999: Books And Supplies Title I \$5,335

Estimated Actual Expenditures

Subsumed elsewhere other than additional refreshments for DELAC meeting. 4000-4999: Books and Supplies Title III \$9

N/A - subsumed elsewhere Not Applicable Not Applicable \$0

Action 18

Planned Actions/Services

Purchase supplemental materials for English Learners

Actual Actions/Services

Purchased leveled readers for McKinley ELs, additional English 3D Supplements for Sycamore, Academic Vocabulary Toolkits, Rosetta Stone , and bilingual dictionaries, etc.

Budgeted Expenditures

Supplemental materials for English Learners 4000-4999: Books And Supplies Title III \$14,010

Estimated Actual Expenditures

Supplemental materials for ELs. 4000-4999: Books and Supplies Title III \$33,900

Action 19

Planned Actions/Services

Train staff on ELA/ELD frameworks to fully implement Designated and Integrated ELD instruction.

Actual Actions/Services

This action was not completed this year. Insufficient trainings were available in the service area. Training was held for administrators and key EL specialist staff in the new Ellevation software that was

Budgeted Expenditures

Professional Development 5000-5999: Services And Other Operating Expenditures Title III \$10,000

Teacher Release Time for Professional Development 1000-

Estimated Actual Expenditures

N/A 0

N/A 0

piloted for full implementation in the 2019-20 school year.

1999: Certificated Personnel Salaries Title III \$4,000

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Specified ELD instruction for LTELs and staff training in grades 6-12.	Provided designated ELD periods at Sycamore. No additional staff training specific to English Learners was provided this year.	Sycamore Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,531	Two periods of ELD, salary and benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$34, 703
		Sycamore Staffing 3000-3999: Employee Benefits Supplemental and Concentration \$8,134	Included above.
		Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	N/A Not Applicable Not Applicable 0
		Subs for staff training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	N/A Not Applicable Not Applicable 0

Analysis

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

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

Actions and services centered around intervention to assist students in reaching the achievement standards of California were funded and implemented with the following exceptions:
 After school tutoring at Wilson lacked applicants.
 The STEM position was also not funded as well due to additional need to deploy teachers into the core classroom as opposed to enrichment.
 Trainings and articulation around math and ELA core standards as well as accompanying PLC work were undertaken, but not taken as far as they could have been due to lost instructional time post Camp-Fire and causing a loss of momentum early in the year.

Fire events and lack of identified training opportunities in the service area, plus a change in ELD program leadership, also led to unfulfilled goals around ELD training for staff as efforts shifted in the year. Time was spent in training and working with administrators and key EL leaders around the new Ellevation software platform to manage English Learner monitoring and reclassification, however, which was not part of the initial plan last year.

Implementation of parental outreach planned was deemed minimal as well, as evidenced in the low expenditure of funds at most sites around parental involvement.

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

Current BPST records for the end of the year indicate that loss of instructional time due to the fire, and starting the year with students above the 24:1 cap negatively affected outcomes at McKinley. Among English Learners, despite an apparent increase in the number of long term ELs over last year, the overall reclassification rate improved significantly despite the lack of effort expended in additional staff professional development. This is perhaps due to the additional investment in supplementary materials to the ELD staff to increase the resources at the disposal of the teachers and students to meet their achievement goals.

Trainings that did take place were deemed successful in core standards subjects in that there was marked improvement in the teacher response to the standard implementation tool over previous years.

Among English Learners, there was marked improvement in the reclassification rate despite the move to a new testing model and locally approved interim reclassification criteria that were more conservative than the criteria ultimately adopted by the state. The spike up in Long Term English Learners is believed to be due to increased efforts to "clean up" and standardize data reporting procedures in the student information system Aeries - a number of students had been recorded incorrectly and this may have affected reporting in previous years.

Achievement of students in the CAASPP will continue to lag year to year as the most current achievement results are rarely available before the LCAP goes for approval. Available data indicate that students in the lower grades are making the expected targets in their distance from standard while middle school students are not meeting their target in ELA, but are in math when viewed as a whole.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Three common areas emerge in this goal with considerable difference in budgeted and actual expenditures. One is the considerable difference in the budgeted and actual expenditures from the general fund for teachers. One reason for this was a calculation error during the drafting of the initial plan that left out some teachers. The other was an end of year retroactive raise that is included in the final estimated actuals. The second major area of difference is in the planned and actual expenditures around technology. The original amount planned would have been sufficient to meet the basic needs of the district in providing functional and up to date technology to facilitate instruction, but it was discovered that over half of the district's Chromebooks would be aged out at year's end by Google and thus not take software updates, necessitating the administration to put forth an unplanned for major refresh of Chromebooks, totaling \$335,000 alone. Much of the funding for this was accomplished by sweeping in unspent money from other areas of the budget to absorb the cost. The third common area in which there is unexpected lack of spending was underspending in supplies and trainings planned. This was due in part to the events of the Camp Fire disrupting the school year fairly early on and a conscious administrative decision to limit time out of the classroom for the remainder of the year to recapture lost instructional time, plus in some cases a lack of

available trainings in the areas specified in the plan document, and finally in some case of supplies, due to other funds becoming available to support the needs at the sites, such as grants or carryover from previous year in certain funds.

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.

As the final year in the 2017-20 LCAP, there are few major changes proposed, in order to allow the basic plan time to play out. There are few substantial changes to Goal 3 or the associated actions and services aside from some redistribution of budgets to accommodate for changes elsewhere in the plan. One addition to the Goal 3 is increasing budgetary support to NGSS implementation in the district. Based on the results of this year's NGSS exploration and support for the standards, there was little traction for adding a science adoption in the lower grades despite state-adopted curriculum becoming available. There was traction at the middle school level, however, and an adoption committee formed to research and recommend adopting a middle school science curriculum, a process which is expected to be completed by the end of the first semester of 2019-20. Accordingly, a substantial amount of money has been added to the science budget to support the adoption of the new curriculum. A related effect of the observed lack of parental outreach seen in Goal 3 has been the increase in budget to support a fully-funded parent outreach liaison in the district, housed under Goal 1.

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?

In reviewing the 2018-19 LCAP Plan and making revisions for 2019-20, the Gridley Unified School District (GUSD) aimed to seek substantive and thoughtful input for all stages of plan development.

Stakeholder Engagement actions during the 2018-19 school year included the following:

1. The GUSD Leadership Team met on the following dates and included as part of the discussion review data or suggested revisions to goals, actions & services, and Annual Measurable Outcomes:

December 10, 2018

January 14, 2019

January 28, 2019

February 11, 2019

March 11, 2019 (reviewed parent presentation 1)

March 27, 2019

April 8, 2019 (reviewed parent presentation 2)

April 22, 2019

May 1, 2019

May 13, 2019

May 17, 2019

May 29, 2019

2. Parent and Community Stakeholder Meetings (comprised of parents, students, administrators, community members) were held in the evenings on the following dates:

February 25, 2019

March 11, 2019

April 8, 2019

May 20, 2019

3. The LCAP District Advisory Committee (comprised of teachers, classified staff, and administrators) met on the following dates:

January 31, 2019

February 28, 2019

March 28, 2019

May 30, 2019

4. Staff Meetings were held to gather stakeholder input at each site during the month of May.
5. In May 2018, CSEA and GTA were specifically invited to review the LCAP at the May 30 meeting.
6. The LCAP was submitted for Public Hearing at the Gridley Unified School Board meeting on June 11, 2019.
7. The LCAP was submitted to the Gridley Unified School Board for approval on June 26, 2018.

The core composition of the GUSD Leadership team is the combination of the various certificated administrators in the district and then the classified administrators as needed to provide expertise and insight into those areas of the district. The Community Stakeholder group was created through districtwide outreach through news releases sent to the media outlets in town, postings on social media through each of the site administrators' accounts, postings on the district website, and use of the autodialer system in the district to provide direct outreach to families in the community in both English and Spanish to increase participation by the families of ELs in the district. Spanish translation was available at each meeting. Meetings were held in the district office and ranged from overviews of the LCAP process to opportunities to look over progress on previous goals to input on the adjustments to the plan to finally a review of the new plan with additional opportunities for input. Stakeholders who could not make it were provided with phone numbers and email addresses to provide input or ask questions as well, and a link provided on the district's LCAP web page to submit emailed questions or comments as well. Several parents attended multiple meetings, and there was participation by some Spanish-speaking families. Parents and students were also invited at the site levels to provide input through site councils (students sit on the GHS and Sycamore SSCs), through parental luncheons and coffee chats too. The LCAP Advisory was an opportunity for district employees from the various sites to come together and provide their input and increase understanding of the process. Agendas and presentations mirrored those at the parent-oriented evening meetings. Spanish speaking parental input into goals was solicited through the main parental meetings and one special meeting May 30 that was explicitly for explaining the EL portions of our district plan to EL parents and families, again of course with translation. Students were also afforded input chances through solicited emails and attendance at an after-school meeting.

Impact on LCAP and Annual Update

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

Input from staff included support for increasing administration/supervision at Sycamore school from 1.5 to 2.0 of administrators. Classified staff requested additional training opportunities and funds be set aside to increase the ability of staff to assist in the classroom and with trauma training. There was also support voiced to retain funding for the musical as well as visual arts in the schools - this came in from parents, staff, and especially students. Stakeholders also expressed concern with school climate and suspension rates. Actions & services directed at supporting school climate and student discipline include specific line items to support classified training, additional behavioral and security supports, addition of cameras, and continued support for trauma training in general.

Community stakeholders expressed the desire for students with disabilities to have more opportunities for full inclusion. There was also interest in seeing additional parent outreach and class opportunities present in the district, especially for the Spanish-speaking community and for parents of students with disabilities. This impacted our LCAP through the addition of actions related to hiring a bilingual parent outreach coordinator and planning for additional trainings in Universal Design for Learning in the 2019-20 school year.

English Learner parents were concerned with opportunities to have individuals available on each site to whom they could direct their questions and concerns, though they did feel comfortable with our Spanish speaking site secretaries. They also expressed desire to have increased opportunities to learn more about how to aid their children in their homework. This impacted the LCAP in that it reinforced the decision to fund the new position in family outreach/liaison, a component of which is a bilingual requirement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The needs identified were as follows: Chronic Absenteeism is affecting student academic achievement. During the 2016-17 school year, 12.2% of students were chronically absent. Our suspension rate at Wilson Elementary is 5.2%, which is in the Red. The district serves a high number of trauma-sensitive students. Staff and stakeholder engagement has reflected the need for continued training to address the needs of this student group. In addition, stakeholder feedback and data has identified a need for increased counseling services to support the social-emotional needs of students and support teachers and administration in dealing with challenging behaviors.

Within this goal area, the greatest identified need in the coming year is to improve upon the Chronic Absenteeism rate. Although the rate has fallen from the 16-17 year baseline of 12.2%, it has crept back up with numerous students experiencing catastrophic levels of absence. Consultation with nursing staff show a correlation of high health needs among a number of the chronically absent students. A secondary area of need voiced through feedback among multiple parent and student inputs is a perception of lack of safety and insufficient attention to bullying on campuses leading to a need to continue work toward improving campus climate and safety efforts to improve feelings of belonging, community, and safety in the district.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Facilities in Good Repair	Facilities Inspection Tool (FIT) at all schools indicates "acceptable."	Facilities Inspection Tool (FIT) at all schools indicates "acceptable."	Facilities Inspection Tool (FIT) at all schools indicates "acceptable."	Facilities Inspection Tool (FIT) at all schools indicates "acceptable."
Priority 5: Pupil Engagement Attendance Rate	Attendance rate is 93% for the 2015-16 school year as measured at P2.	Maintain overall attendance percentage above 94% at all school sites.	Maintain overall attendance percentage above 95% at all school sites.	Maintain overall attendance percentage above 95% at all school sites.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absentee rate for the 2015-16 school year was 9.91% district wide.	Decrease the number of student's district-wide who are identified as Chronic Absentees to 9%.	The number of students district-wide who are identified as Chronic Absentees will be below the state average (currently 10.8% for 16/17).	The number of students district-wide who are identified as Chronic Absentees will be at or below the state average (currently 9% for 17-18).
Priority 6: School Climate Expulsion Rate	Expulsion Rate was less than 1 percent for the 2015-16 school year.	Maintain Expulsion Rate below 1 percent.	Maintain Expulsion Rate below 1 percent.	Maintain Expulsion Rate below 1 percent.
Priority 6: School Climate Suspension Rate	McKinley: 0.5% Wilson: 3.5% Sycamore 7% Gridley High School 6.3%. For the significant subgroup populations, suspension data was as follows: English Learners: 2.6% Socioeconomically Disadvantaged: 5.1% Hispanic: 3.5% White: 6.9%.	Decrease suspension rates at all school sites from the Data Dashboard Published rates for 2014-15.	Decrease suspension rates at all school sites from the Data Dashboard Published rates for 2014-15.	Maintain suspension rates in the "Green" or increase to "Blue" range as indicated on the Dashboard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 6: School Climate CHKS Survey</p>	<p>The Safe School survey (CHKS) completed in February 2017 indicates that 71 percent of students feel safe and connected to school. The Secondary School Climate Index (SCI) improved from 346 in 2015 to 371. When compared to similar schools, Gridley ranks in the 98th percentile. There was also a noted decrease in the percentage of students who reported being harassed or bullied, from 45% down to 35%. At the Elementary school level, 89% of students reported they feel safe at school. 90 percent reported they feel proud to belong to their school</p>	<p>The Safe School survey (CHKS) was completed in February 2017. This will be used as a baseline for future years. The survey is a comprehensive measure of student, staff and parent opinions about the climate at school. It includes measures of overall engagement, violence, and drug use.</p>	<p>Maintain or increase baseline data from the California Healthy Kids Survey (CHKS) as it relates to student safety and school connectedness.</p>	<p>Improve performance data from the California Healthy Kids Survey (CHKS) as it relates to student and parent perceptions of safety and school connectedness, including bullying.</p>
<p>Priority 8: Other Pupil Outcomes Physical Fitness</p>	<p>In 2016-2017, 78.8% of students in grades 5, 7, and 9 met at least 4 of 6 standards of the Physical Fitness Test.</p>	<p>75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.</p>	<p>75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.</p>	<p>75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.</p>

Planned Actions / Services

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

Action 1

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

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Develop a local SARB to address behavior and attendance issues.

2018-19 Actions/Services

Develop a local SARB to address behavior and attendance issues.

2019-20 Actions/Services

Retain Bilingual (Spanish) Parent and Family Outreach Liaison to provide parent classes/outreach and manage attendance program districtwide, including SARB.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,500	\$17,500	\$50,230
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-3999: Classified Salaries and Benefits Bilingual (Spanish) Parent and Family Outreach Liaison
Amount			\$1000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books and Supplies Supplies for parent outreach and SARB
Amount			\$1000
Source			Title I
Budget Reference			4000-4999: Books and Supplies Supplies for parent outreach

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide staff training in meeting the needs of trauma sensitive students (District wide). Wilson: \$20,000 training

Provide staff training in meeting the needs of trauma sensitive students.

Provide staff training in meeting the needs of trauma sensitive students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,400	\$10,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for Teacher Release Time for Training	5000-5999: Services And Other Operating Expenditures Professional Development/Training/Consulting	5000-5999: Services And Other Operating Expenditures Ray Morgan Donation for Trauma Training
Amount	\$20,000		\$15,000
Source	Supplemental and Concentration		Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Training/Consulting		2000-3999: Classified Salaries and Benefits Classified Professional Development Grant - release time to attend trainings

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Implementation of school-wide positive, behavior, intervention, and support program (PBIS platform) for both academics and behavior that includes learning supports for all students. GHS: campus supervisors \$66,519; Sycamore, PBIS \$10,000; Wilson supplies, \$6454

2018-19 Actions/Services

Implement district-wide positive behavior supports for all students.

2019-20 Actions/Services

Implement district-wide positive behavior supports for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,519	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries GHS Campus Supervisors	4000-4999: Books And Supplies Sycamore Supplies	4000-4999: Books And Supplies Sycamore Supplies - PBIS

Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Wilson Supplies	4000-4999: Books And Supplies Wilson Supplies - PBIS
Amount	\$6,454	\$5,500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Software, PD, Supplies, Rewards (Alt. Ed)	4000-4999: Books And Supplies Alt Ed Supplies - PBIS

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Provide mental health counseling supports to all students. Provide Parenting Classes and Second Step training to students.
 Wilson .45 fte
 McKinley .30 fte
 Sycamore Counseling 1.0 fte
 Gridley High: Group Counseling 2 days per month \$5000
 Alt ED: \$2000 4 Hours per month
 District: \$35,000 (additional counseling 2017/18)

All students will have access to physical and mental health counseling supports.
 Wilson 1.0 FTE
 McKinley .50 FTE
 Sycamore Counseling .76 FTE
 Alt Ed: .50 FTE

All students will have access to physical and mental health counseling supports.
 Wilson Counseling 1.0 FTE
 McKinley Counseling 1.00 FTE
 Sycamore Counseling 1.0 FTE
 Alt Ed Counseling .50 FTE
 Districtwide Psychologist 1.0 FTE
 Districtwide Behaviorist 1.0 FTE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$174,390	\$428,967
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Counseling Staff	1000-1999, 3000-3999: Certificated Salaries and Benefits Counseling and Psychologist Staff
Amount	\$2,000	\$44,960	\$88,237
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Counseling Staff	2000-3999: Classified Salaries and Benefits Retain behavior specialist for districtwide service
Amount	\$52,545		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	\$35,000		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries		

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide Health Support Services

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

Modified Action

2018-19 Actions/Services

All students will have access to health support services

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

Unchanged Action

2019-20 Actions/Services

All students will have access to health support services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$44,185	\$69,084
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Health Aides	2000-3999: Classified Salaries and Benefits Four Health Aides
Amount		\$14,941	\$10,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Health Aides	4000-4999: Books and Supplies Health Screening Equipment and Supplies

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,805	\$19,300	\$19,300
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures A2A Annual Subscription	5000-5999: Services And Other Operating Expenditures A2A Annual Subscription

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

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

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

	New Action	Unchanged Action
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2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

All sites will annually evaluate the condition of their facilities.

2019-20 Actions/Services

All sites will annually evaluate the condition of their facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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)

Specific Schools: Wilson, Sycamore, GHS
Specific Grade Spans: 5, 7, 9

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

		Unchanged Action
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2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Students in grades 5, 7, and 9 will participate in the Physical Fitness Test.

2019-20 Actions/Services

Students in grades 5, 7, and 9 will participate in the Physical Fitness Test.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0	\$0
Source	Not Applicable	Not Applicable	
Budget Reference	Not Applicable	Not Applicable	

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

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: Wilson Elementary;
Sycamore Middle; GHS

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, additional lunchtime supervision; installation of additional fencing, gates, and cameras at school sites to control unauthorized access and monitor access.

2019-20 Actions/Services

Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, assistant principal position at elementary school, additional lunchtime supervision; installation of additional fencing, gates, and cameras at school sites to control unauthorized access and monitor access.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$30,000	\$75,000
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures District-wide security needs - fencing, lock-blocks, gates, camera system installation	4000-4999: Books and Supplies District-wide security needs - fencing, lock-blocks, gates, camera system installation
Amount		\$46,321	\$94,202
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 0.50 AP at Wilson Elementary for additional admin coverage	1000-1999, 3000-3999: Certificated Salaries and Benefits Wilson and Sycamore AP/TOSA Position, 0.75 FTE

Amount		\$13,006	\$34,115
Source		Supplemental and Concentration	LCFF Base
Budget Reference		3000-3999: Employee Benefits 0.50 AP at Wilson Elementary for additional admin coverage	1000-1999, 3000-3999: Certificated Salaries and Benefits 0.25 AP/TOSA for Wilson and Sycamore
Amount		\$54,821	\$136,261
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security	2000-3999: Classified Salaries and Benefits GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security
Amount		\$12,711	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits GHS Campus Supervisors - - providing additional coverage on a large, open campus for student safety and security	

Amount		\$5,546	\$9,104
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Wilson Campus Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students.	2000-3999: Classified Salaries and Benefits Wilson Campus Noon Duty Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students.
Amount		\$1,074	\$20,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Wilson Campus Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students.	4000-4999: Books and Supplies Add additional serving line capacity to Sycamore cafeteria to reduce congestion and increase supervisory control of the cafeteria.

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)

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

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

2018-19 Actions/Services

2019-20 Actions/Services

This action was part of Action 4 in 2017-18.	All parents will have access to parenting classes that support district initiatives.	All parents will have access to parenting classes that support district initiatives.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Parenting Classes	4000-4999: Books and Supplies Parenting Classes Materials

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)

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Provide training and collaboration opportunities for counseling staff in order to effectively support the socio-emotional needs of all students.

2019-20 Actions/Services

Provide training and collaboration opportunities for counseling staff in order to effectively support the socio-emotional needs of all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,000	\$5,000
Source	Not Applicable	Supplemental and Concentration	Other
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Ray Morgan Donation for Trauma Training
Amount			\$2,500
Source			Other
Budget Reference			5000-5999: Services and Other Operating Expenditures MTSS/SUMS Grant at Sycamore

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

All students will graduate from high school ready for college or career

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In Goal 2, although the College and Career Readiness indicator has risen to 41% (Green on the Dashboard), there has been a decline in AP pass rates and participation, meaning that the rate is not sustainable in the long run if the decline continues. In part, this decline is attributed to a lack of preparedness in students entering Gridley High School shown in the large numbers of students recommended for admission to intervention math classes at the high school (IM1A and IM2A) and the corresponding number of students who exit Sycamore Middle School having been heavily remediated in math, ELA, or Reading, creating a cohort of underclassmen ill-prepared for the rigors of college preparatory coursework. Furthermore, the Green indication of preparedness belies an underlying disparity in subgroups - the Hispanic subgroup fell into the Orange in 2017-18, decreasing 2.2% down to 33.8% prepared. Work needs to continue in encouraging a culture of college and/or career readiness among students and in providing them the preparation to meet those goals, while removing barriers to their access such as costs of colleges testing, limited access to rigorous courses, and the like.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parent Involvement Raise Parent Attendance at College & Career Nights	Sign-in sheets from college and career activities indicate that 10% of parents attended an event on campus during the 2015-16 school year.	Raise parent attendance at college and career nights and activities by 10% above previous year.	Raise parent attendance at college and career nights and activities by 10% above previous year.	Raise parent attendance at college and career nights and activities by 10% above previous year.
Priority 4: Pupil Achievement SAT/ACT Participation	In the 2017-2018 school year, 123 students took the SAT and/or ACT test.	Increase the number of students who take the SAT/ACT.	Increase the number of students who take the SAT/ACT.	Increase the number of students who take the SAT/ACT.
Priority 4: Pupil Achievement AP Enrollment and Pass Rate	AP test passing rates for 2014-15: 82 tests taken, 41% passed with a 3 or higher. 2015-16: 123 tests taken, 59% passed.	Increase the number of students enrolled in AP courses and increase the AP assessment passing rate.	Increase the number of students enrolled in AP courses and increase the AP assessment passing rate.	Increase the number of students enrolled in AP courses and increase the AP assessment passing rate.
Priority 4: Pupil Achievement College and Career Readiness	32.7% of students were prepared for college and career on the Fall 2017 Dashboard.	Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard.	Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard.	Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard.
Priority 4: Pupil Achievement Statewide Assessment Data	In the 2016-17 school year, 76% of 11th grade students met or exceeded standards in ELA and 42% met or exceeded standards in math. The state average for ELA was 62% and	Maintain 11th grade CAASPP scores above state average in ELA and Math.	Maintain 11th grade CAASPP scores above state average in ELA and Math.	Maintain 11th grade CAASPP scores above state average in ELA and Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	the average for math was 34%.			
Priority 4: Pupil Achievement A-G Completion	For 2014-15 48 students (30%) completed all of the A- G course requirements.	45% of students will complete A-G requirements prior to graduation.	48% of students will complete A-G requirements prior to graduation.	48% of students will complete A-G requirements prior to graduation.
Priority 5: Pupil Engagement Middle School Dropout Rate	Middle School dropout rate 15/16: 2%	Middle School dropout rate will be 1.5% or below.	Middle School dropout rate will be 1.5% or below.	Middle School dropout rate will be 1.5% or below.
Priority 5: Pupil Engagement High School Dropout Rate	High School dropout rate 15/16: 5%.	High School dropout rate will be 4.5% or below.	High School dropout rate will be 4.5% or below.	High School dropout rate will be 4.5% or below.
Priority 5: Pupil Engagement Graduation Rate	Graduation Rate for 2014- 15: 89.3% overall. For the designated subgroups the graduation rates were: Hispanic 87.7%, Disadvantaged 85.9%, English Learner 78.1%.	95% of students will graduate from high school.	Maintain 91% or higher graduation rate.	Maintain 91% or higher graduation rate.
Priority 7: Course Access Students Eligible for Integrated Math in 9th Grade	In 2016-17, 108 ninth grade students were enrolled in Integrated Math 1 or Integrated Math 2.	Increase the number of students enrolled in Integrated Math 1 or Integrated Math 2 in ninth grade.	Increase the number of students enrolled in Integrated Math 1 or Integrated Math 2 in ninth grade.	Increase the number of students enrolled in Integrated Math 1 or Integrated Math 2 in ninth grade.
Priority 7: Course Access Credit Deficiency	In 2014-15, 34 students were 20 or more credits deficient. In 2015-16, 28	Decrease the number of students who are 20 or	28 or fewer GHS students will be 20 or more credits deficient.	28 or fewer GHS students will be 20 or more credits deficient.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students were 20 or more credits deficient.	more credits deficient. below 28.		
Priority 8: Other Pupil Outcomes Career & Technical Education	CTE course completion will increase each year. As of the 2014-15 school year, 325 students were enrolled in a CTE course.	CTE course enrollment and completion will increase each year.	CTE Pathway completion will increase each year.	CTE Pathway completion will increase each year.
Priority 3: Parent Involvement Promote Parental Participation in programs for Unduplicated Pupils and Students with Exceptional Needs	In the 2018-19 School Year there were no classes or meetings offered targeting the parents of unduplicated pupils or students with exceptional needs aside LCAP-related meetings in the spring.	N/A - New goal for 19-20	N/A - New goal for 19-20	Hold at least one meeting or event per semester of the school year targeted toward parents of the unduplicated pupils or students with exceptional needs targeted toward College and Career Readiness.
Priority 7: Course Access Programs and services for Unduplicated Pupils and Students with Exceptional Needs	In the 2019-19 School Year, of the students enrolled in CTE courses, less than 1% were English Learners, less than 4.6% were Students with Disabilities, and 69% were economically disadvantaged.	N/A - New goal for 19-20	N/A - New goal for 19-20	Increase participation of targeted student groups in CTE courses from baseline data for all three groups as measured by registration for enrollment in those courses.

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)

Specific Schools: Gridley High

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Create a Health Sciences Pathway with 2 periods per day.

2018-19 Actions/Services

Complete Health Sciences Pathway with addition of a Capstone Course.

2019-20 Actions/Services

Maintain support for CTE Health Sciences Pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$25,337	\$44,556
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries CTE (3 periods)	1000-1999, 3000-3999: Certificated Salaries and Benefits CTE Health Pathway (3 periods)

Amount		\$6,661	\$5,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits CTE (3 periods)	4000-4999: Books and Supplies CTE Health Pathway Materials and Supplies

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))

LEA-wide

Location(s):

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

Specific Schools: Gridley High; Esperanza
Specific Grade Spans: 11-12

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Provide for on-site college entrance testing at minimal or no cost to students.

2019-20 Actions/Services

Provide for on-site college testing at minimal or no cost to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20,000	\$20,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	4000-4999: Books and 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)

[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
Specific Schools: Sycamore Middle School; Gridley High

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide Reading Intervention at GHS

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

Modified Action

2018-19 Actions/Services

Provide remedial literacy support and math support classes at GHS

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

Modified Action

2019-20 Actions/Services

Provide remedial literacy and math support classes at GHS and Sycamore, including through lower class sizes for

Sycamore. Provide intervention teachers for Wilson and McKinley.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,153	\$18,210	\$75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Reading Intervention (one period)	1000-1999, 3000-3999: Certificated Salaries and Benefits 1.0 Math Intervention through Low Performing Student Block Grant.
Amount		\$5,661	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Reading Intervention (one period)	
Amount		\$10,000	\$10,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries GHS After-School Academy	1000-1999, 3000-3999: Certificated Salaries and Benefits GHS After-School Academy
Amount		\$3,773	\$3773
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries GHS Tutors	1000-1999, 3000-3999: Certificated Salaries and Benefits GHS Tutors

Amount		\$12,436	\$17,074
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries GHS Math Support (one period)	1000-1999, 3000-3999: Certificated Salaries and Benefits GHS Math Support (one period)
Amount		\$4,337	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits GHS Math Support (one period)	

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)

Specific Schools: Gridley High

Actions/Services

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

New 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

Support CTE Pathways implementation.

Support CTE Pathways sustainability.

Support CTE Pathways sustainability.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,377	\$70,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies CTE Pathway Supplies
Amount			\$6,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services and Other Operating Expenditures CTE Equipment Repairs and Servicing
Amount			\$20,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services and Other Operating Expenditures Travel to Competitions/Events
Amount			\$48,385
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits Add .36 FTE CTE Ag teacher for additional course offerings

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)

Specific Schools: Esperanza

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

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Implement career exploration and career counseling at Alt. Ed.

2019-20 Actions/Services

Implement career exploration and career counseling at Alt. Ed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,000	\$2,100
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Field Trips, Speakers (Alt. Ed)	5000-5999: Services And Other Operating Expenditures Field Trips, Speakers (Alt. Ed)

Amount		\$700	\$2,415
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures License Renewal/PD (Alt. Ed)	1000-1999, 3000-3999: Certificated Salaries and Benefits Professional Development for Staff - "Boot Camp"
Amount			\$500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books and Supplies Supplies for staff "Boot Camp"

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))

LEA-wide

Location(s):

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

Specific Schools: Gridley High, Esperanza
Specific Grade Spans: 9-12

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 credit recovery options using Cyberhigh (GHS) and Odysseyware (Alt Ed). Implement College and Career readiness and Anchor standards. Alt Ed: Odysseyware \$13,000; Career Counseling, \$300; Field Trips, Speakers, \$1019 GHS: Cyber High \$15,500

2018-19 Actions/Services

Continue credit recovery options using Cyber High (GHS) and Odysseyware (Alt Ed).

2019-20 Actions/Services

Continue credit recovery options using Cyber High (GHS) and Odysseyware (Alt Ed).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$13,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Odysseyware	5000-5999: Services And Other Operating Expenditures Odysseyware
Amount	\$1,019	\$15,500	\$8,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Cyber High	5000-5999: Services And Other Operating Expenditures Cyber High
Amount	\$300		\$47,641
Source	Base		LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures		1000-1999, 3000-3999: Certificated Salaries and Benefits 0.5 FTE additional teacher for Esperanza to increase credit recovery capacity

Amount	\$15,500		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

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)

Specific Schools: Sycamore Middle School

Actions/Services

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

Modified Action

2017-18 Actions/Services

Implement AVID at Sycamore. Fees for Training/materials \$10,000

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

Modified Action

2018-19 Actions/Services

Continue implementation of AVID at Sycamore.

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

Unchanged Action

2019-20 Actions/Services

Continue implementation of AVID at Sycamore.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures AVID membership
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies AVID supplies
Amount			\$4,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services and Other Operating Expenditures AVID Travel and Professional Development

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Gridley High; Esperanza Specific Grade Spans: 9-12
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Actions/Services

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

2017-18 Actions/Services This action was not implemented in 2017-18. See the Annual Update for more information.	2018-19 Actions/Services Provide college and career information nights.	2019-20 Actions/Services Provide college and career information nights.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	\$2,000	\$1,000
Source	<input type="text"/>	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	<input type="text"/>	4000-4999: Books And Supplies	4000-4999: Books And Supplies Supplies for College and Career

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) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[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)
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English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Gridley High
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Actions/Services

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

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

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

	New Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This action was not implemented in 2017/18.	Provide additional AP courses for students.	Provide additional AP courses for students.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$14,593	\$21,442
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1 period AP History	1000-1999, 3000-3999: Certificated Salaries and Benefits 1 period AP History
Amount		\$4,929	\$18,598
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1 period AP Geography	1000-1999, 3000-3999: Certificated Salaries and Benefits 1 period AP Geography

Amount			\$17,970
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits 1 period AP English

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Gridley High

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

Geography for all 9th grade students.

2018-19 Actions/Services

Provide a year-long geography course for all 9th grade students.

2019-20 Actions/Services

Provide a year-long geography course for all 9th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,610	\$50,467	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 1 extra teacher	Not Applicable Accounted for in Goal 3 as one of the core program teachers.
Amount		\$10,280	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 1 extra teacher	

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)

Specific Schools: Gridley High

Actions/Services

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

2017-18 Actions/Services

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

New Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

This action was not implemented in 2017/18. Please see the Annual Update for more information.

Provide an additional Spanish teacher.

Provide an additional Spanish teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$57,087	\$74,991
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Additional Spanish Teacher	1000-1999, 3000-3999: Certificated Salaries and Benefits Additional Spanish Teacher
Amount		\$11,973	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Additional Spanish Teacher	

Action 12

All

Specific Schools: Sycamore

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Support two periods of Spanish 1 - one for native speakers and one for all students.

Budgeted Expenditures

Amount			\$15,000
Source			Lottery
Budget Reference			4000-4999: Books and Supplies Purchase Texts for new Spanish 1 classes

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

All students will achieve proficiency in core subject areas as measured by State and Local Assessment Data

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Since the 2017 Dashboard, ELA and Math indicators each rose from Orange, to the Green and Yellow levels, respectively. Additionally, although the Students with Disabilities subgroup rose from Red to Orange in ELA and Math, their continued increase is a concern. Additional areas of concern in this goal area was an increase in the percentage of Long Term English Learners in the district and continuance of the district's commitment to providing access to updated technology as it was learned that the bulk of student devices were going to cease receiving crucial software updates due to planned obsolescence.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Appropriate Teacher Assignment	100% of teachers are fully and appropriately credentialed.	100% of teachers are fully and appropriately credentialed.	100% of teachers are fully and appropriately credentialed.	100% of teachers are fully and appropriately credentialed.
Priority 1: Basic	All students have access to CCSS aligned	All students have access to CCSS aligned	All students have access to CCSS aligned	All students have access to CCSS aligned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sufficient Instructional Materials	instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.	instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.	instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.	instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.
Priority 2: Implementation of State Standards	Survey data collected during the 2016-17 school year indicate that teachers rated themselves in the "Developing Awareness" category on the standards implementation matrix for ELA, and in the "Initial Awareness" category in Mathematics.	Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies based on staff reflection of the standards implementation matrix.	Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies based on staff reflection of the standards implementation matrix.	Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies based on staff reflection of the standards implementation matrix.
Priority 3: Parental Involvement	Sign-in sheets from school and district parent involvement activities indicate that efforts are made to involve parents but parent turnout is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.	Increase or maintain opportunities for parent involvement and stakeholder engagement.	Increase or maintain opportunities for parent involvement and stakeholder engagement.
Priority 4: Pupil Achievement Language Proficiency	In 2015-2016, 6.2% of GUSD students were classified as Long Term English Learners (LTELs). The state average was 10.1%.	Decrease the number of students district-wide who are identified as Long Term English Learners (LTELs) to below the state average (currently at 9.7% for 16/17).	Decrease the number of students district-wide who are identified as Long Term English Learners (LTELs) to below the state average (currently at 9.7% for 16/17).	Decrease the number of students district-wide who are identified as Long Term English Learners (LTELs) to below the state average (currently at 11.7% for 18-19).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement Language Proficiency	In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.	The percentage of students who grow by one level as measured by the CELDT/ELPAC will increase by 5% over the previous year.	The percentage of students who grow by one level as measured by the CELDT/ELPAC will increase by 5% over the previous year.	The percentage of students who grow by one level as measured by the ELPAC will increase by 5% over the previous year. 2018-19 was baseline year of new summative ELPAC.
Priority 4: Pupil Achievement Language Proficiency	In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.	The percentage of students who are reclassified will increase by 5% over the previous year.	The percentage of students who are reclassified will increase by 5% over the previous year.	The percentage of students who are reclassified will increase by 5% over the previous year. Reclassification rate for 18/19 was 25%
Priority 4: Pupil Achievement District Benchmarks	Multiple Measures (BPST, Running Records) indicated that 87% of first-grade students were proficient in reading at the end of the 2015/16 school year.	Increase the percentage of first-grade students reading at grade level to 89% as measured by district benchmark assessments (BPST and Running Records).	Increase the percentage of first-grade students reading at grade level as measured by district benchmark assessments (BPST and Running Records).	Increase the percentage of first-grade students reading at grade level as measured by district benchmark assessments (BPST and Running Records). Was at 80% for 2018-19.
Priority 4: Pupil Achievement CAASPP	In 2015-2016, the status for students in grades 3-5 was 3.7 points above level 3 in ELA.	The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3.	The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3.	The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3.
Priority 4: Pupil Achievement	In 2015-2016, the status for students in grades 3-	The average distance from level 3 in Math for	The average distance from level 3 in Math for	The average distance from level 3 in Math for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	5 was 14.4 points below level 3 in Math.	students in grades 3-5 will be no more than 18 points below level 3.	students in grades 3-5 will be no more than 18 points below level 3.	students in grades 3-5 will be no more than 18 points below level 3
Priority 4: Pupil Achievement CAASPP	In 2015-2016, the status for students in grades 6-8 was 20.2 points below level 3 in ELA.	The average distance from level 3 in ELA for students in grades 6-8 will be no more than 10 points below level 3.	The average distance from level 3 in ELA for students in grades 6-8 will be no more than 10 points below level 3	The average distance from level 3 in ELA for students in grades 6-8 will be no more than 10 points below level 3.
Priority 4: Pupil Achievement CAASPP	In 2015-2016, the status for students in grades 6-8 was 58.5 points below level 3 in Math.	The average distance from level 3 in Math for students in grades 6-8 will be no more than 60 points below level 3	The average distance from level 3 in Math for students in grades 6-8 will be no more than 60 points below level 3.	The average distance from level 3 in Math for students in grades 6-8 will be no more than 60 points below level 3.
Priority 2: Implementation of State Standards Programs and Services enabling English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	In the 2018 administration of the ELPAC Summative in which a level 4 achievement is considered a likely predictor of student likelihood of achieving Met or Exceeds standard on CAASPP ELA, 31% of EL students scored a 4.	N/A - New goal for 19-20	N/A - New goal for 19-20	English Learner students will maintain or increase the percent of students scoring a level 4 on the ELPAC Summative.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Gridley High

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Textbook purchases for new adoptions

2018-19 Actions/Services

Textbook purchases for additional Spanish course at GHS.

2019-20 Actions/Services

Textbook purchases for Anatomy/Physiology at GHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$35,000	\$38,400
Source	Base	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Spanish textbooks for new course	4000-4999: Books And Supplies Update Anatomy and Physiology textbooks

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Identify essential standards and common assessments through district-wide collaboration.

2019-20 Actions/Services

Identify essential standards and common assessments through district-wide collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,000	\$10,948
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Subs for Teacher Release Days (3 ELA, 3 Math)	1000-1999, 3000-3999: Certificated Salaries and Benefits Subs for Districtwide Teacher Release or Training Days

Amount		\$2,000	\$4,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Refreshments/Supplies for Teacher Release Days	4000-4999: Books And Supplies Refreshments/Supplies for Districtwide Teacher Release Days and trainings

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)

Specific Schools: McKinley Primary; Wilson Elementary
Specific Grade Spans: K-3

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

Maintain class size in grades K-3 at 24:1. Two teaching positions.

2018-19 Actions/Services

Maintain class size in grades K-3 at 24:1.

2019-20 Actions/Services

Maintain class size in grades K-3 at 24:1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$157,726	\$95,856	\$119,180
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Two extra teaching positions	1000-1999, 3000-3999: Certificated Salaries and Benefits Two Extra Teaching Positions
Amount		\$29,244	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Two extra teaching positions	

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)

Specific Schools: McKinley Primary; Wilson Elementary
Specific Grade Spans: K-3

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

Provide instructional aide support to K-3 classrooms.

Provide instructional aide support to K-3 classrooms.

Provide instructional aide support to K-3 classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,113	\$27,932	\$168,193
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Wilson Instructional Aides	2000-2999: Classified Personnel Salaries Wilson Instructional Aides	2000-3999: Classified Salaries and Benefits Wilson Instructional Aides
Amount	\$31,161	\$17,047	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries McKinley Instructional Aides	3000-3999: Employee Benefits Wilson Instructional Aides	
Amount		\$110,055	\$191,887
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries McKinley Instructional Aides	2000-2999: Classified Personnel Salaries McKinley Instructional Aides
Amount		\$45,145	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits McKinley Instructional Aides	

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Train all teachers and Implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12. Provide technology training opportunities. Wilson Substitutes for PD \$5000 Alt Ed: Summer PD workshop \$650 GHS: PD Release for Unit/Lesson development: \$10000 GHS: Project Based Learning PD \$25000 District (iReady, Benchmark, Wonders): 10,000

2018-19 Actions/Services

Continue to train all teachers and Implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12.

2019-20 Actions/Services

Continue to train all teachers and implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$650	\$30,000	\$189,740
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of Subs	1000-1999, 3000-3999: Certificated Salaries and Benefits Total cost of teacher subs for release days and extra duty hours.
Amount	\$10,000	\$20,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development and Travel - District
Amount	\$25,000	\$31,898	\$5,000
Source	Supplemental and Concentration	Title I	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies Supplies-Sycamore, GHS, Esperanza	5000-5999: Services and Other Operating Expenditures Professional Development and Travel - McKinley
Amount	\$10,000	\$1,588	\$2,600
Source	Supplemental and Concentration	Title I	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures Travel and Conferences	5000-5999: Services And Other Operating Expenditures Professional Development and Travel - Wilson

Amount	\$5,000	\$7,500	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Teacher Release Time for Planning	5000-5999: Services and Other Operating Expenditures Professional Development and Travel - Sycamore
Amount		\$2,500	\$20,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Materials & Supplies for Teacher Release Time (Wilson)	5000-5999: Services and Other Operating Expenditures Professional Development and Travel - GHS
Amount		\$2,300	\$4,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Summer Boot Camp & Materials (Alt. Ed)	5000-5999: Services and Other Operating Expenditures Professional Development and Travel - Alt Ed.
Amount		\$500	
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries Sub Costs (Alt. Ed)	
Amount		\$3,000	
Source		Supplemental and Concentration	
Budget Reference		5000-5999: Services And Other Operating Expenditures Workshops, Conferences (Alt. Ed)	

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.

2018-19 Actions/Services

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.

2019-20 Actions/Services

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures IXL Subscription for K-12 ELA and Math, 6-12 ELA	5000-5999: Services And Other Operating Expenditures IXL Subscription for 1-12 ELA and Math, 6-12 ELA
Amount	\$2,950.00	\$10,000	\$12,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures K-5 Subscription	5000-5999: Services And Other Operating Expenditures K-12 Subscription to Illuminate for benchmarking and common assessment storage
Amount	4,500.00		
Source	Supplemental and Concentration		
Budget Reference	0001-0999: Unrestricted: Locally Defined		

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Wilson Elementary; Sycamore Middle; Gridley High Specific Grade Spans: 2-12
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Actions/Services

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

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

Provide Library/Media Services and Technical support at sites. 2 Support Technicians:
\$136000; Wilson Media/Library Clerk: \$36723 GHS Tech/Library Clerk: \$44287 Sycamore: Library/Tech: \$19171.

2018-19 Actions/Services

Provide Library/Media Services and Technical support at sites.

2019-20 Actions/Services

Provide Library/Media Services and Technical support at sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,287	\$99,487	\$145,085
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries Two support technicians	2000-3999: Classified Salaries and Benefits Two support technicians
Amount	\$19,170	\$37,957	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Two support technicians	

Amount	\$36,723	\$27,404	\$40,272
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries GHS Media/Library Clerk	2000-3999: Classified Salaries and Benefits GHS Media/Library Clerk
Amount	\$136,000	\$7,719	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits GHS Media/Library Clerk	
Amount		\$15,204	\$19,680
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Sycamore Media/Library Clerk	2000-3999: Classified Salaries and Benefits Sycamore Media/Library Clerk
Amount		\$5,891	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Sycamore Media/Library Clerk	
Amount		\$25,011	\$40,324
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Wilson Media Library/Clerk	2000-3999: Classified Salaries and Benefits Wilson Media Library/Clerk
Amount		\$13,899	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Wilson Media Library/Clerk	

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1 District level TOSA. 1 District level TOSA/Special Projects Coordinator.

2018-19 Actions/Services

Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1 District level TOSA. 1 District level Special Projects/Curriculum Coordinator.

2019-20 Actions/Services

Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1 District level TOSA. 1 District level Special Projects/Curriculum Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$115,000.00	\$57,900	\$133,975
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries .5 FTE Special Projects Curriculum Coordinator	1000-1999, 3000-3999: Certificated Salaries and Benefits Special Projects and Curriculum Coordinator
Amount	\$95,000.00	\$16,055	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits .5 FTE Special Projects Curriculum Coordinator	
Amount		\$123,542	\$120,220
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1.5 FTE TOSA	1000-1999, 3000-3999: Certificated Salaries and Benefits 1.0 FTE District TOSA (Instructional Coach)
Amount		\$36,539	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 1.5 FTE TOSA	
Amount			\$,3294
Source			LCFF Supplemental and Concentration
Budget Reference			2000-3999: Classified Salaries and Benefits Overtime/Extra Duty for District Technology Classified

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Increase student access to technology in order to learn 21st century skills. District Technology Purchases: \$254,000; Wilson \$25,000; GHS: \$44,000; GHS Technology Conferences: \$10,000. District training \$8,000

2018-19 Actions/Services

Ensure student access to emerging technologies.

2019-20 Actions/Services

Ensure student access to emerging technologies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000	\$150,000
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures GHS Technology Conferences	4000-4999: Books and Supplies Chromebook Refresh/Replacement
Amount	\$8,000.00	\$15,000	\$100,000
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures District Training	4000-4999: Books and Supplies PC Refresh/Replacement
Amount	\$254,000.00	\$317,800	\$80,000
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies District technology purchases	4000-4999: Books And Supplies Districtwide technology supply purchases
Amount	\$25,000.00	\$30,000	\$29,000
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Wilson Technology	5000-5999: Services and Other Operating Expenditures Wilson Technology (software)
Amount	\$44,000.00	\$44,000	\$16,319
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies GHS Technology	5000-5999: Services and Other Operating Expenditures GHS Technology (software)

Amount			\$170,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services and Other Operating Expenditures Districtwide software contracts

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide enrichment opportunities for all students across all grade levels and explore opportunities for music, arts and PE. Expenses: District: \$20,000 Music supplies/materials; Sycamore:

2018-19 Actions/Services

Provide enrichment opportunities for all students across all grade levels.

2019-20 Actions/Services

Provide enrichment opportunities for all students across all grade levels in a broad range of subjects

\$13,182 Supplies/Materials, Wilson: PE Teachers
 \$58,205, Performances \$15,000, Supplies \$30,000, STEM class\$ 98,454, McKinley supplies \$10,000.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Music Program	4000-4999: Books And Supplies Music Program
Amount	\$13,182	\$13,182	\$6,982
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Sycamore Enrichment	4000-4999: Books And Supplies Sycamore Enrichment - supplies
Amount	\$58,205	\$16,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies McKinley Enrichment	4000-4999: Books And Supplies McKinley Enrichment - supplies
Amount	\$15,000	\$25,000	\$22,454
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Wilson Enrichment	4000-4999: Books And Supplies Wilson Enrichment - library books and class supplies

Amount	\$30,000	\$15,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures Wilson Performances	5000-5999: Services And Other Operating Expenditures Wilson Performances
Amount	\$98,454	\$5,986	\$95,410
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Wilson Stem Class (.5 FTE)	1000-1999, 3000-3999: Certificated Salaries and Benefits Release time (subs) for field trips, clubs, and faculty extra duty supporting student enrichment.
Amount	\$10,000	\$28,544	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries Wilson Stem Class (.5 FTE)	

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)

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action
Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development.

Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development.

Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development (PD and release time moved).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,103	\$36,114	\$34,420
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Leadership stipends	1000-1999, 3000-3999: Certificated Salaries and Benefits Leadership stipends
Amount		\$85,000	
Source		Supplemental and Concentration	
Budget Reference		5000-5999: Services And Other Operating Expenditures PLC training	

Amount		\$60,058	
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries 4 sub days for PLC training	
Amount		\$4,000	
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies Refreshments for PLC training	
Amount		\$20,000	
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries Stipend for attending PLC training	

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: McKinley, Wilson, Sycamore

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide Intervention support:Sycamore: Intervention Teachers (\$261,721) McKinley: Intervention Teachers: \$99,765 (balance in Title I) ; Wilson: Intervention Teachers: \$49,934 (Balance in Title I) After School Academy: \$50,000; GHS: 1 period of Math support \$14324 GHS: Tutors: \$3773 GHS: After school academy: \$ 10,000

2018-19 Actions/Services

Provide Intervention support.

2019-20 Actions/Services

Provide Intervention support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,773	\$10,000	
Source	Concentration	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Tutoring	
Amount	\$10,000	\$25,000	\$10,000
Source	Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies Wilson Academic Support Supplies	4000-4999: Books And Supplies Wilson Academic Support Supplies

Amount	\$49,934	\$100,828	\$88080
Source	Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Intervention Teachers	1000-1999, 3000-3999: Certificated Salaries and Benefits Wilson Intervention Teachers
Amount	\$261,721	\$29,669	
Source	Supplemental	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Wilson Intervention Teachers	
Amount	\$14,324	\$101,124	\$78,647
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries McKinley Intervention Teachers	1000-1999, 3000-3999: Certificated Salaries and Benefits McKinley Intervention Teachers
Amount	\$14,324	\$33,856	
Source		Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits McKinley Intervention Teachers	
Amount	\$99,765	\$209,594	\$210,583
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Sycamore Intervention Teachers	1000-1999, 3000-3999: Certificated Salaries and Benefits Sycamore Intervention Teachers

Amount	\$25,000	\$73,538	
Source	Supplemental	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Sycamore Intervention Teachers	
Amount	\$25,000	\$350,693	\$418,088
Source	Supplemental	Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Title I Intervention Staff	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I Intervention Staff (teachers)
Amount	\$25,000	\$118,788	\$24,420
Source		Title I	Title I
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits Title I Intervention Staff	2000-3999: Classified Salaries and Benefits Title I Intervention Staff (classified)
Amount		\$95,855	
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries K-5 Intervention Teacher	
Amount		\$29,244	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits K-5 Intervention Teacher	

Amount		\$116,685	\$142,393
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Wilson PE Teachers (extra certificated support for teachers to increase intervention services to students)	1000-1999, 3000-3999: Certificated Salaries and Benefits Wilson PE Teachers (extra certificated support for teachers to increase intervention services to students)
Amount		\$37,020	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits Wilson PE Teachers (extra certificated support for teachers to increase intervention services to students)	

Action 13

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 2017-18. See Annual Update for more information.	Attract and retain high-quality teachers	Attract and retain high-quality teachers to the core program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,581,369	\$10,590,616
Source	Not Applicable	Base	LCFF Base
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries Certificated salaries	1000-1999, 3000-3999: Certificated Salaries and Benefits Core Program Teaching Staff
Amount		\$3,047,985	\$294,429
Source		Base	Lottery
Budget Reference		3000-3999: Employee Benefits Certificated Benefits	1000-1999, 3000-3999: Certificated Salaries and Benefits CTE Agriculture Teachers - GHS
Amount			\$3,054,915
Source			Other
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits Prop 30/Ed Protection Account Funded Core Program Teaching Staff

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This action was not implemented in 2017-18. See Annual Update for more information.

Monitor appropriate credentialing and assignments for all teachers.

Monitor appropriate credentialing and assignments for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Begin implementation and support of NGSS at all sites through professional development and curricular support.

2019-20 Actions/Services

Continue implementation and support of NGSS at all sites through professional development and curricular support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20,000	\$131,044
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures Curricular support	4000-4999: Books and Supplies Curricular Support for NGSS Adoption and Supplies

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)

Specific Student Groups: English Learners

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Monitor progress of English Learners and Reclassified students biannually.

2019-20 Actions/Services

Monitor progress of English Learners and Reclassified students biannually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 17

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)

Specific Student Groups: English Learners, Title I

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC/DELAC, and site parent meetings.

2019-20 Actions/Services

Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC/DELAC, and site parent meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$1,000	\$800
Source	Not Applicable	Title III	Title III
Budget Reference	Not Applicable	4000-4999: Books And Supplies EL Parent and Family Engagement Activities	4000-4999: Books And Supplies EL Parent and Family Engagement Activities
Amount		\$5,335	\$5,335
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies Title I Parent and Family Engagement Activities	4000-4999: Books And Supplies Title I Parent and Family Engagement Activities

Action 18

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)

Specific Student Groups: English Learners

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

Purchase supplemental materials for English Learners

2019-20 Actions/Services

Purchase supplemental materials for English Learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$14,010	\$21,500
Source	Not Applicable	Title III	Title III
Budget Reference	Not Applicable	4000-4999: Books And Supplies Supplemental materials for English Learners	4000-4999: Books And Supplies Supplemental materials for English Learners

Action 19

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)

Specific Student Groups: English Learners

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

Train staff to fully implement the Designated and Integrated portions of the Benchmark ELA/ELD program,

2018-19 Actions/Services

Train staff on ELA/ELD frameworks to fully implement Designated and Integrated ELD instruction.

2019-20 Actions/Services

Train staff on ELA/ELD frameworks to fully implement Designated and Integrated ELD instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$10,000	\$5,870
Source	Supplemental and Concentration	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Training	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	\$3,000	\$4,000	\$2,000
Source	Supplemental and Concentration	Title III	Title III
Budget Reference	4000-4999: Books And Supplies Supplies/Materials	1000-1999: Certificated Personnel Salaries Teacher Release Time for Professional Development	1000-1999: Certificated Personnel Salaries Teacher Release Time for Professional Development

Action 20

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: Sycamore Middle, Gridley High, Esperanza
Specific Grade Spans: 9-12

Actions/Services

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

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

Specialized ELD instruction for LTELs in grades 6-12.

2018-19 Actions/Services

Specified ELD instruction for LTELs and staff training in grades 6-12.

2019-20 Actions/Services

Specified ELD instruction for LTELs and staff training in grades 6-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,021	\$26,531	\$48,681
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sycamore Staffing	1000-1999: Certificated Personnel Salaries Sycamore Staffing	1000-1999, 3000-3999: Certificated Salaries and Benefits Sycamore Staffing

Amount	\$5,442	\$8,134	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies GHS Materials	3000-3999: Employee Benefits Sycamore Staffing	
Amount	\$121	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Title III
Budget Reference	4000-4999: Books And Supplies Alt. Ed ELD Materials	5000-5999: Services And Other Operating Expenditures Staff Training	5000-5999: Services And Other Operating Expenditures Staff Training
Amount	\$10,000	\$5,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures GHS Training	1000-1999: Certificated Personnel Salaries Subs for staff training	1000-1999, 3000-3999: Certificated Salaries and Benefits Subs for staff training
Amount	\$19,974		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries GHS Staffing		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$4,191,141

Percentage to Increase or Improve Services

24.35%

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

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

The following actions/services are included as contributing to meeting the increased or improved services requirement for our unduplicated students but are serving our students LEA-wide or school-wide:

Gridley Unified School District has carefully selected research-based services and actions targeted to low-income pupils, foster youth, and English learners. To address the socio-emotional needs of students, actions in the LCAP include mental health counseling supports, staff training in meeting the needs of trauma-sensitive students, parenting classes, and the implementation of positive behavior supports including socio-emotional training for certificated and classified staff as well as the addition of a behaviorist position (Actions 1.3, 1.4, 1.10), supported by the research that Butte County has among the highest ACES scores in California. Increasing the security at sites through adding cameras, increasing fencing and gates, and providing for additional campus supervision (Action 1.9) improves the safety of students and is part of increased effort in the district to attend to the physical as well as mental health of students. To ensure students have a well-rounded education that will prepare them for a diverse workplace and allow them access to skills needed to be successful in an ever-changing society, we are providing additional enrichment opportunities for students (e.g. music and arts), increasing student access to updated technology in order to learn 21st Century Skills and supporting staff with library/media services and technical support at all sites (Actions 3.7, 3.8, 3.9, and 3.10). Believing that physical education is an important component of developing socio-emotional health in students, PE specialists work with students in grades 2-5 to ensure that they receive directed physical activity and skills building rather than rely on the core classroom teachers for this and that students receive an opportunity to show their growing skills through participation in the annual physical education testing (Action 1.8). Furthermore, the use of the PE specialists working with students during the day opens up additional classtime for intervention in smaller groups as the teachers whose classes have been taken out to PE can now work in the classes of their fellow teachers as additional support (Action 3.12).

To help improve the academic success of our low-income students, we are maintaining a small class size ratio (24:1) in grades K-3 (Action 3.3). Research from Mathis, 2016, shows that smaller class sizes can be especially beneficial for pupils from low-income homes. Even though this strategy is principally directed to our low-income students (65%), we will be implementing this district-wide in order to support all students. In addition, we are providing instructional aide support in grades K-3 (Action 3.4) and intervention support to students in need (Actions 2.3 and 3.12) expanded beyond last year. These services are principally directed to serve our low-income students but will also support other students who are academically challenged with the addition of Low Performing Student Block Grant funds. We will utilize a district-wide CCSS benchmarking system (Action 3.6), provide district coordination for a CCSS aligned-instructional program, which will include intensive staff training (Actions 3.5 and 3.8) and the identification of essential standards through district-wide collaboration (Action 3.2). According to research by John Hattie (2018), teacher efficacy has the highest effect size on student achievement. As a result, we believe that ensuring we have highly-trained, high-caliber teachers will ensure that ALL students can achieve at high levels (Action 3.13*and 3.5). We have also allocated funds in the LCAP for the development of effective PLCs district-wide (Action 3.11). The most important variable in the achievement of students is the quality of instruction they receive on a daily basis (Marzano, 2003; Hattie, 2009). By working in collaborative teams, identifying essential standards and common assessment, we will ensure a guaranteed and viable curriculum for all students in the Gridley Unified School District. Further resources have been dedicated to ensuring access of the unduplicated students as well as all students to an increased level of health service than could be provided by the single district registered nurse alone. Funds have been set aside to maintain two health aides and a health secretary who rotate among the various school sites to conduct health screenings, provide acute care, and monitor the health needs of the students to help ensure that they are ready to learn at school (Action 1.5).

Additionally, we recognize that students are only successful if they are present in school. Research shows that 83% of students who are chronically absent in kindergarten and first grade cannot read on level by the end of third grade. Students who are not proficient by the third grade are four times more likely to drop out of school. Students who drop out of school are eight times more likely to be incarcerated than a student with a diploma (Source: "In School and On Track 2015" California Attorney General's 2015 Report on Elementary School Truancy and Absenteeism). To increase attendance rates and reduce chronic absenteeism, we are putting resources into further developing a local SARB board and bringing on a bilingual parent liaison to address behavior and attendance issues from a proactive stance before moving to the SARB level (Action 1.1) beyond the current use of the Attention to Attendance program (Action 1.6). This same position will also be charged with facilitating the rededication to parent outreach and classes.

To ensure that our students are on track for college and career readiness, we have continued to support the long-studied and researched AVID program (Source: "Evaluation of AVID Effectiveness", 2015) in middle school (Action 2.7) due to its proven track record of increasing college readiness and improving student persistence through college. We are also improving services to our high school students through online credit recovery systems (Action 2.6), continuing career exploration and career counseling (Action 2.5), and supporting the CTE Pathways implementation (Action 2.4). We have increased services through the addition of additional support for building Health Sciences CTE Pathway program with the new materials (Action 2.1) following consultation and partnership with the local hospital and the increased need for healthcare professionals in the coming years (Source: US Bureau of Labor Statistics), the continued support for AP courses (Action 2.9) which have a much lower enrollment than a typical course might (making them less

"cost effective"), and provided additional foreign language courses (Action 2.11 and 2.12), and providing for a year-long geography course for all 9th grade students (Action 2.10). In an effort to ensure equity and access to college, we are continuing to offer on-site college entrance testing at little or no cost to students (Action 2.2) and are providing a College and Career Information Night (Action 2.8). Part of this access to college also involves ensuring that our district science curriculum conforms to the NGSS recommendations through providing updated training and materials to improve the quality of 21st century science education to students throughout the district (Action 3.1 and 3.15). Research supports these actions thus we are utilizing the actions district-wide.

The following actions hold specific benefits for our Students with Disabilities:

Having seen an increased attendance issue among our SWD population in both our own internal attendance monitoring and in the Dashboard indicators, Action 1.1 to have parental outreach with a liaison is expected to increase attendance. Similarly, the addition of a behaviorist position in Action 1.2 will increase our ability to serve those students and families whose disabilities sometimes lead to challenging behavioral situation a typical instructor may struggle to work with. Additional screening equipment and health staff in 1.5 will increase and improve services to students for earlier detection of issues and enable them to seek intervention prior to the issue worsening. The additional psychologist in 1.5 will aid as well in increasing the responsiveness of staff to screening/assessing for special needs earlier.

*Action 3.13, providing funding to above-average levels for employee compensation to attract and retain high quality educators, does not list specifically in the action/service section the wages of teachers paid for through LCFF Supplemental and Concentration funds, but instead those funded teachers are accounted for in other sections of the document specific to the action or service that necessitated their employment.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$3,503,648

Percentage to Increase or Improve Services

21.65%

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

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

The following actions/services are included as contributing to meeting the increased or improved services requirement for our unduplicated students but are serving our students LEA-wide or school-wide:

Gridley Unified School District has carefully selected research-based services and actions targeted to low-income pupils, foster youth, and English learners. To address the socio-emotional needs of students, actions in the LCAP include mental health counseling supports, staff training in meeting the needs of trauma-sensitive students, parenting classes, and the implementation of positive behavior supports including socio-emotional training for staff (Actions 1.2, 1.3, 1.4, 1.10, and 1.11). Increasing the security at sites through adding cameras, increasing fencing and gates, and providing for additional campus supervision (Action 1.9) improves the safety of students and is part of increased effort in the district to attend to the physical as well as mental health of students. To ensure students have a well-rounded education that will prepare them for a diverse workplace and allow them access to skills needed to be successful in an ever-changing society, we are providing additional enrichment opportunities for students, increasing student access to technology in order to learn 21st Century Skills and supporting staff with library/media services and technical support at all sites (Actions 3.7, 3.9, and 3.10).

To help improve the academic success of our low-income students, we are maintaining a small class size ratio (24:1) in grades K-3 (Action 3.3). Research from Mathis, 2016, shows that smaller class sizes can be especially beneficial for pupils from low-income homes. Even though this strategy is principally directed to our low-income students (65%), we will be implementing this district-wide in order to support all students. In addition, we are providing instructional aide support in grades K-3 (Action 3.4) and intervention support to students in need (Actions 2.3 and 3.12). These services are principally- directed to serve our low-income students but will also support other students who are academically challenged. We will utilize a district-wide CCSS benchmarking assessment in ELA and math (Action 3.6), provide district coordination for a CCSS aligned-instructional program, which will include intensive staff training (Actions 3.5 and 3.8) and the identification of essential standards through district-wide collaboration (Action 3.2). According to research by John Hattie (2018), teacher efficacy has the highest effect size on student achievement. As a result, we believe that ensuring we have highly-trained, high-caliber teachers will ensure that ALL students can achieve at high levels (Action 3.13 and 3.5). We have also allocated funds in the LCAP for the development of effective PLCs district-wide (Action 3.11). The most important variable in the achievement of students is the quality of instruction they receive on a daily basis (Marzano, 2003; Hattie, 2009). By working in collaborative teams, identifying essential standards and common assessment, we will ensure a guaranteed and viable curriculum for all students in the Gridley Unified School District. Further resources have been dedicated to ensuring access of the unduplicated students as well as all students to an increased level of health service than could be provided by the single district registered nurse alone. Funds have been set aside to maintain two health aides and a health secretary who rotate among the various school sites to conduct health screenings, provide acute care, and monitor the health needs of the students to help ensure that they are ready to learn at school.

Additionally, we recognize that students are only successful if they are present in school. Research shows that 83% of students who are chronically absent in kindergarten and first grade cannot read on level by the end of third grade. Students who are not proficient by the third grade are four times more likely to drop out of school. Students who drop out of school are eight times more likely to be incarcerated than a student with a diploma (Source: "In School and On Track 2015" California Attorney General's 2015 Report on Elementary School Truancy and Absenteeism). To increase attendance rates and reduce chronic absenteeism, we have subscribed to Attention 2 Attendance (Action 1.6) and will be developing a local SARB board to address behavior and attendance issues. (Action 1.1).

To ensure that our students are on track for college and career readiness, we have implemented the AVID program in middle school (Action 2.7). Specifically, we are improving services to our high school students through online credit recovery systems (Action 2.6), implementing career exploration and career counseling (Action 2.5), and supporting the CTE Pathways implementation (Actions 2.4). We have increased services through the addition of a Health Sciences CTE Pathway with the new addition of a Capstone Course (Action 2.1), the addition of AP courses (Action 2.9) an additional foreign language course (Action 2.11), and providing for a year-long geography course for all 9th grade students (Action 2.10). In an effort to ensure equity and access to college, we are offering on-site college entrance testing at little or no cost to students (Action 2.2) and are providing a College and Career Information Night (Action 2.8). Part of this access to college also involves ensuring that our district science curriculum conforms to the NGSS recommendations through providing updated training and materials to improve the quality of 21st century science education to students throughout the district (Action 3.15). Research supports these actions thus we are utilizing the actions district-wide.

The following actions were developed specifically to support our English learners:

We have increased services for our LTELs by providing specialized ELD instruction and purchasing curriculum and ELD materials, as well as providing staff training, for students in grades 6-12 (Actions 3.18 and 3.20). We are also providing staff training to fully implement the designated and integrated portions of the Benchmark ELA/ELD program for students in grades 1-5 (Action 3.19). Finally, we are ensuring that the progress of our English Learners and reclassified students are monitored bi-annually (Action 3.16).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,621,600.00

17.91%

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

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

The following actions/services are included as contributing to meeting the increased or improved services requirement for our unduplicated students but are serving our students LEA-wide or school-wide:

Services targeted to low income pupils, foster youth, and English learners include additional intervention classes, mental health counseling supports, parenting classes, Second Step training, implementing the AVID program in middle school, professional development on effective instruction on implementing state standards, implementation of PLCs at all sites, increasing student access to technology in order to learn 21st Century Skills and supporting staff with library/media services and technical support at all sites (Actions 1.4, 3.3, 3.7, 4.5, 4.7,4.9, 4.11 and 4.12). Specifically, we are improving services to our high school students through online credit recovery systems, implementing college and career Readiness and Anchor Standards, and supporting the CTE Pathways implementation (Actions 3.4 and 3.6). We are increasing services through the addition of a Health Sciences CTE Pathway with 2 periods, the implementation of IXL math and ELA in grades 6-12, and the implementation of Integrated Math at the high school, which will be complete in the 2017-2018 academic year (Actions 3.1, 3.2, and 3.5). Research supports these actions thus we are utilizing the actions district-wide.

To help improve the academic success for our low-income students, we are maintaining a small class size ratio (24:1) in grades K-3 (Action 4.3). Research from Mathis, 2016, shows that smaller class sizes can be especially beneficial for pupils from low-income homes. Even though this strategy is principally directed to our low-income students (65%), we will be implementing this district-wide in order to support all students. In addition, we are providing instructional aide support in grades K-5 (Action 4.4). This service is principally- directed to serve our low-income students but will also support other students who are academically challenged. We will utilize a district-wide CCSS benchmarking assessment in ELA and math (Action 4.6).

Additionally, we recognize that students are only successful if they are present in school. To increase attendance rates and reduce chronic absenteeism, we have subscribed to Attention 2 Attendance (Action 1.6).

Actions 2.1-2.3 were developed specifically to support our English learners. We have increased services for our LTELs by providing specialized ELD instruction and purchasing curriculum and ELD materials, as well as providing staff training, for students in grades 6-

12. We are also providing staff training to fully implement the designated and integrated portions of the Benchmark ELA/ELD program for students in grades 1-5. Finally, we are ensuring that classes are balanced for EL status, ethnicity, and demographics.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	15,391,510.00	17,004,668.00	2,615,805.00	15,670,314.00	18,768,729.00	37,054,848.00
	0.00	19,354.00	39,324.00	0.00	0.00	39,324.00
Base	11,629,354.00	0.00	100,300.00	11,629,354.00	0.00	11,729,654.00
Concentration	0.00	0.00	63,707.00	0.00	0.00	63,707.00
LCFF Base	0.00	10,257,161.00	0.00	0.00	10,624,731.00	10,624,731.00
LCFF Supplemental and Concentration	0.00	3,138,321.00	0.00	0.00	4,191,141.00	4,191,141.00
Locally Defined	0.00	3,078,088.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	309,429.00	309,429.00
Not Applicable	0.00	500.00	0.00	0.00	0.00	0.00
Other	0.00	966.00	0.00	0.00	3,157,415.00	3,157,415.00
Supplemental	0.00	0.00	766,810.00	0.00	0.00	766,810.00
Supplemental and Concentration	3,224,844.00	0.00	1,645,664.00	3,503,648.00	0.00	5,149,312.00
Title I	508,302.00	476,369.00	0.00	508,302.00	448,843.00	957,145.00
Title III	29,010.00	33,909.00	0.00	29,010.00	37,170.00	66,180.00

* 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	15,391,510.00	17,004,668.00	2,615,805.00	15,670,314.00	18,768,729.00	37,054,848.00
	0.00	0.00	161,000.00	0.00	0.00	161,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	4,500.00	0.00	0.00	4,500.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	0.00	15,134,478.00	0.00	0.00	16,571,454.00	16,571,454.00
1000-1999: Certificated Personnel Salaries	10,315,179.00	233,197.00	1,545,608.00	10,527,719.00	2,000.00	12,075,327.00
2000-2999: Classified Personnel Salaries	386,733.00	84,191.00	105,547.00	386,733.00	191,887.00	684,167.00
2000-3999: Classified Salaries and Benefits	0.00	558,414.00	0.00	0.00	809,184.00	809,184.00
3000-3999 Employee Benefits	0.00	74,563.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	3,657,985.00	0.00	0.00	3,724,249.00	0.00	3,724,249.00
4000-4999: Books And Supplies	688,525.00	608,127.00	589,576.00	688,525.00	782,515.00	2,060,616.00
5000-5999: Services and Other Operating Expenditures	343,088.00	278,729.00	179,574.00	343,088.00	411,689.00	934,351.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	32,469.00	30,000.00	0.00	0.00	30,000.00
Not Applicable	0.00	500.00	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	15,391,510.00	17,004,668.00	2,615,805.00	15,670,314.00	18,768,729.00	37,054,848.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	25,000.00	0.00	0.00	25,000.00
	Supplemental and Concentration	0.00	0.00	136,000.00	0.00	0.00	136,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	4,500.00	0.00	0.00	4,500.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Base	0.00	10,257,161.00	0.00	0.00	10,624,731.00	10,624,731.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Supplemental and Concentration	0.00	1,431,864.00	0.00	0.00	2,102,291.00	2,102,291.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Locally Defined	0.00	3,078,088.00	0.00	0.00	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Lottery	0.00	0.00	0.00	0.00	294,429.00	294,429.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Other	0.00	0.00	0.00	0.00	3,129,915.00	3,129,915.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	0.00	367,365.00	0.00	0.00	418,088.00	418,088.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title III	0.00	0.00	0.00	0.00	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	14,324.00	0.00	0.00	14,324.00
1000-1999: Certificated Personnel Salaries	Base	8,581,369.00	0.00	0.00	8,581,369.00	0.00	8,581,369.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	59,934.00	0.00	0.00	59,934.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	233,197.00	0.00	0.00	0.00	0.00

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
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	400,810.00	0.00	0.00	400,810.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,379,117.00	0.00	1,070,540.00	1,591,657.00	0.00	2,662,197.00
1000-1999: Certificated Personnel Salaries	Title I	350,693.00	0.00	0.00	350,693.00	0.00	350,693.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00	0.00	0.00	4,000.00	2,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	3,773.00	0.00	0.00	3,773.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	84,191.00	0.00	0.00	191,887.00	191,887.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	386,733.00	0.00	101,774.00	386,733.00	0.00	488,507.00
2000-3999: Classified Salaries and Benefits	LCFF Supplemental and Concentration	0.00	464,787.00	0.00	0.00	769,764.00	769,764.00
2000-3999: Classified Salaries and Benefits	Other	0.00	0.00	0.00	0.00	15,000.00	15,000.00
2000-3999: Classified Salaries and Benefits	Title I	0.00	93,627.00	0.00	0.00	24,420.00	24,420.00
3000-3999 Employee Benefits	LCFF Supplemental and Concentration	0.00	74,563.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	3,047,985.00	0.00	0.00	3,047,985.00	0.00	3,047,985.00
3000-3999: Employee Benefits	Supplemental and Concentration	491,212.00	0.00	0.00	557,476.00	0.00	557,476.00
3000-3999: Employee Benefits	Title I	118,788.00	0.00	0.00	118,788.00	0.00	118,788.00
4000-4999: Books And Supplies		0.00	0.00	25,000.00	0.00	0.00	25,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	100,000.00	0.00	0.00	100,000.00
4000-4999: Books and Supplies	LCFF Supplemental and Concentration	0.00	560,952.00	0.00	0.00	738,880.00	738,880.00
4000-4999: Books and Supplies	Lottery	0.00	0.00	0.00	0.00	15,000.00	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
4000-4999: Books and Supplies	Other	0.00	966.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	298,000.00	0.00	0.00	298,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	636,282.00	0.00	166,576.00	636,282.00	0.00	802,858.00
4000-4999: Books And Supplies	Title I	37,233.00	12,300.00	0.00	37,233.00	6,335.00	43,568.00
4000-4999: Books And Supplies	Title III	15,010.00	33,909.00	0.00	15,010.00	22,300.00	37,310.00
5000-5999: Services and Other Operating Expenditures		0.00	7,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	300.00	0.00	0.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	268,652.00	0.00	0.00	388,319.00	388,319.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	12,500.00	12,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	43,000.00	0.00	0.00	43,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	331,500.00	0.00	136,274.00	331,500.00	0.00	467,774.00
5000-5999: Services And Other Operating Expenditures	Title I	1,588.00	3,077.00	0.00	1,588.00	0.00	1,588.00
5000-5999: Services And Other Operating Expenditures	Title III	10,000.00	0.00	0.00	10,000.00	10,870.00	20,870.00
5800: Professional/Consulting Services and Operating Expenditures		0.00	12,354.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	LCFF Supplemental and Concentration	0.00	20,115.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	30,000.00	0.00	0.00	30,000.00
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 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	529,255.00	465,626.00	291,223.00	529,255.00	1,085,500.00	1,905,978.00
Goal 2	368,944.00	323,060.00	233,959.00	368,944.00	499,945.00	1,102,848.00
Goal 3	14,493,311.00	16,215,982.00	2,090,623.00	14,772,115.00	17,183,284.00	34,046,022.00
Goal 4	0.00	0.00	0.00	0.00	0.00	0.00

* 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	3,727,811.00	3,626,510.00	28,400.00	4,006,615.00	4,750,764.00
	0.00	19,354.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	34,115.00
LCFF Supplemental and Concentration	0.00	3,129,321.00	0.00	0.00	4,191,141.00
Locally Defined	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	500.00	0.00	0.00	0.00
Other	0.00	966.00	0.00	0.00	75,000.00
Supplemental and Concentration	3,224,844.00	0.00	28,400.00	3,503,648.00	0.00
Title I	502,967.00	476,369.00	0.00	502,967.00	443,508.00
Title III	0.00	0.00	0.00	0.00	7,000.00

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	11,663,699.00	13,378,158.00	112,045.00	11,663,699.00	14,017,965.00
	0.00	0.00	0.00	0.00	0.00
Base	11,629,354.00	0.00	0.00	11,629,354.00	0.00
LCFF Base	0.00	10,257,161.00	0.00	0.00	10,590,616.00
LCFF Supplemental and Concentration	0.00	9,000.00	0.00	0.00	0.00
Locally Defined	0.00	3,078,088.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	309,429.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	3,082,415.00
Supplemental and Concentration	0.00	0.00	112,045.00	0.00	0.00
Title I	5,335.00	0.00	0.00	5,335.00	5,335.00
Title III	29,010.00	33,909.00	0.00	29,010.00	30,170.00