

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	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 approximately 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 (65%) and approximately 20% English Language Learners. The GUSD School board has established five goals for the period of 2015-2018:

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
- *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

2. Safe and Supportive Learning Environment

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

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

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

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 2018-2019 continues the major goals, actions & services set in previous LCAP versions; however, we have condensed our four previous goals into three. 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 changes include:

- *Increased counseling services (1 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 the overall school climate
- *Addition of a .5 FTE assistant principal at Wilson Elementary to address discipline issues
- *Continued efforts to implement a district School Attendance Review Board (SARB) to address chronically absent students and support positive school attendance
- *Establishing an action to support NGSS implementation through professional learning and curricular support
- *Continued investment in the district-wide music program by allocating funds to purchase instruments and materials
- *Supporting 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 LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Performance of English Learners district-wide on the English Learner Progress Indicator was Blue on the state dashboard. All district schools were Blue, with the exception of Wilson Elementary, which was green. This demonstrates the effectiveness of our English Learner program and is encouraging as we move into uncharted territory with the new ELPAC assessments. We are building on this success by continuing to support professional development around the ELD standards and supporting teachers professional learning around the ELPAC assessments. We sent teachers to the ELPAC academy, which afforded them the opportunity to bring strategies into designated ELD time to prepare students for the new assessments. Teachers have also attended workshops with Dr. Kate Kinsella, who is a leading expert on EL students and academic vocabulary. Title III funds are spent on professional development and materials to support the adopted ELD materials.

The district suspension rate is Green on the Dashboard. All schools are Green, with the exception of Wilson Elementary, which was red. We have added a .5 FTE vice-principal to this site to support students and work with teachers to increase the overall school climate. Our graduation rate is 91.5%, which puts the district in Green on the Dashboard. English Learners are in Blue for graduation rate, which is a further testament to our success with this particular subgroup of students.

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

Greatest Needs

Suspension rates at Wilson Elementary were in the Red category. All subgroups were in the Red, with the exception of Hispanic students, who were in the Orange. The overall school culture at Wilson for both students and staff is an area of focus.

The district is in the Orange category for Academics (both ELA and Math). Wilson Elementary is in the Yellow category for math. In response to this, we have revamped the district Curriculum Committee and increased the level of vertical articulation that occurs throughout the year. A sub-committee of teachers representing all grade levels spent two full days unpacking math standards and identifying the essential standards at each grade level. This work then informed curricular decisions and the development of pacing guides that would ensure students met standards by the end of the school year. This work will continue next year with the development of common formative assessments and a change in the intervention model for students who are not meeting grade-level standards.

Gridley High School's status for the College and Career Indicator is low, with only 32.7% of students prepared for college or career. This has led to an audit of all courses and the submission of several courses for A-G approval. We have also worked to ensure that Dual-Enrollment courses are correctly coded in CALPADS. Training in the Aeries Analytics Dashboard for the high school counseling staff has resulted in increasing their capacity to manage students and be alerted to early warning indicators so that they are able to intervene before students are off-track.

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

Performance Gaps

Foster Youth and Students with Disabilities are in the Red category and English Learners scored in the Orange category for suspension rate, compared to All students, who were in the Green category. Students with Disabilities scored in the Red category for math, compared to an overall district rating of Orange. While this is not considered a performance gap, it still identifies an area for growth. At Sycamore, math scores for the EL student group were in the Red category, compared to Orange for all other subgroups.

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

Increased or Improved services

In addition to general service improvements, services targeted to low-income pupils, foster youth, and English learners include additional intervention classes, counseling services, improved availability of technology and professional development on the new ELA/ELD standards. The District's Minimum Proportionality Percentage for unduplicated students in the budget year 2018-19 is 21.65%. This proportionality percentage will be met in the budget year by continuing existing services (counseling, intervention programs, certificated/classified personnel, materials/supplies, and professional development). Additionally, the 2018-19 plans to provide for increased or improved services for these pupils include additional counseling time, purchase of additional support materials and additional professional development in the area of trauma sensitivity and PLCs.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$25,013,144.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$15,670,314.00

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

The total general fund expenditures not listed in the LCAP is \$9,342,830. All expenditures related to the district's core educational program are among the expenditures not listed in the LCAP. Some of these expenditures include salaries related to classified staff, management, and administration. The LCAP does not include costs related to the maintenance of the district and school sites. Other non salaries and benefits expenditures would be utilities, legal fees, and property insurance. This description is not inclusive of the entire district budget. For more detail on the entire school budget, the public is encouraged to check out or website in which our SACS budget documents are posted.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$19,958,859

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

CHKS Survey

17-18

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.

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.

Actual

The School Climate Index (SCI) decreased from 299 to 236 for Sycamore Middle School. This places Sycamore in the 3rd percentile for similar school and the 10th percentile statewide.

Expected

Metric/Indicator

Expulsion Rates

17-18

Maintain Expulsion Rate below 1 percent.

Baseline

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

Metric/Indicator

Parent Engagement

17-18

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

Suspension rates

17-18

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

Baseline

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%.

Metric/Indicator

Parent Engagement

17-18

Raise parent involvement through increasing participation of all parents including those of students with exceptional needs in, School Site Council, and English Learner Advisory Committee and District English Learner Advisory Committee by 10% above previous year at all sites.

Baseline

Sign in sheets from school site council, ELAC, DELAC.

Metric/Indicator

Basic conditions at schools

Actual

The expulsion rate for 2017-2018 was .09%

45 high school families (38%) attended the Cash for College event in November 2017. This is an increase from the 10.5% that attended in 2016-2017.

The overall district suspension rate for 2017-2018 was 4.5%, a decrease from 4.8% in 2015-2016. Suspension rates at school sites were as follows:
GHS: 4.2% (decrease from 4.9%)
Alt. Ed.: 5%
Sycamore: 6.8% (decrease from 9.3%)
Wilson: 5.2% (increase from 3.1%)
McKinley: 0.6% (decrease from 1.4%)

Parent involvement in School Site Council at the high school and elementary schools remains stable. Sycamore Middle School has had a more difficult time recruiting parents. The district has active ELACs at each site, but has had a more difficult time recruiting parents to serve on the DELAC.

All teachers in the district are appropriately credentialed.

Expected

17-18

All teachers are fully and appropriately credentialed

Baseline

100 percent of teachers are fully and appropriately credentialed.

Metric/Indicator

Attendance Rates

17-18

Maintain overall attendance percentage above 94% at all school sites.

Baseline

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

Metric/Indicator

Basic conditions at schools

17-18

Maintain all schools at or above the "acceptable" level as measured by the Facilities Inspection Tool.

Baseline

FIT at all schools indicate "acceptable"

Metric/Indicator

Chronic Absenteeism

17-18

Decrease the number of students district-wide who are identified as Chronic Absentees to 9%.

Baseline

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

Actual

The district attendance rate for 2016-2017 was 95.24%. This was a decrease over the prior year (95.84% , but is still above the goal of 94%). Attendance rates for individual school sites are as follows:

GHS: 94.97% (decrease from 95.72%)

Alt. Ed.: 78.31% (decrease from 78.8%)

Sycamore: 95.45% (decrease from 95.83%)

Wilson: 96.14% (decrease from 96.54%)

McKinley: 95.24% (decrease from 95.84%)

It is important to note that there was an event outside of our control that led to decreased attendance rates. The Lake Oroville spillway crisis led to the evacuation of our entire town and school was cancelled for a full week.

All schools are currently at or above the "acceptable" level as measured by the Facilities Inspection Tool.

The 2016-2017 chronic absenteeism rate was 10.44%. This is below the state rate of 10.8% and the county rate of 13.9%.

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.	This planned action has not occurred but will be an area of focus over the summer, with plans to implement in 2018-2019.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,500	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Staff training in meeting the needs of trauma sensitive students (District wide). Wilson: \$20,000 training	Staff were trained in the Nurtured Heart approach before school started in August. Follow-up training occurred throughout the school year. A 6-week Nurtured Heart parent class was offered to all district parents.	1000-1999: Certificated Personnel Salaries Base 8,400 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,400 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	PBIS has continued to be implemented. Campus supervisors at GHS have been effective in supporting students.	1000-1999: Certificated Personnel Salaries Base 66,519 4000-4999: Books And Supplies Base 10,000 4000-4999: Books And Supplies Base 6,454	GHS Campus Supervisors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$66,519 Sycamore supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000 Wilson supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,454

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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)	A 6-week Nurtured Heart parenting class was offered to all district parents. A full-time counselor was added who serviced students at Wilson Elementary and McKinley Primary School. Sycamore had a counselor for 4 days a week (.75 FTE). Gridley High School students had access to group counseling.	1000-1999: Certificated Personnel Salaries Supplemental 5,000 1000-1999: Certificated Personnel Salaries Supplemental 2,000 1000-1999: Certificated Personnel Salaries Base 52,545 1000-1999: Certificated Personnel Salaries Base 35,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 \$0 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,545 .75 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Health Support Services	Heath Support Services were provided to all students.	1000-1999: Certificated Personnel Salaries Base 40,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000

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.	Subscription to Attention to Attendance continued and has been renewed for another three years.	Attention to Attendance subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,805	Attention to Attendance subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,300

Analysis

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

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

The district has increased its capacity to effectively monitor student attendance through the Attention to Attendance program. Principals have been successful in holding meetings with parents of students who are at-risk of becoming chronically absent. As of May 2018, 2,258 letters have been mailed home to parents informing them of the importance of school attendance and 343 conferences have been held. While we had intentions of implementing a SARB board and have begun the legwork to get this up and running, we were not able to accomplish this goal. One of the reasons is that we had a brand new administrative team, with new Principals at 3 of the 5 school sites and new district office administration.

We are proud of the implementation of the additional counseling supports for students and recognize the need to not only continue this but to increase it. Parents and staff benefitted from training on the Nurtured Heart approach and we recognize the importance of continuing this as well as expanding training to include all certificated and classified employees.

Health aides were provided at all campuses.

PBIS programs were implemented.

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

The actions/services in Goal #1 have been effective as indicated by the overall attendance rate as well as a chronic absenteeism rate that is significantly below the county rate. Suspension rates were down district-wide and at all sites, with the exception of Wilson Elementary School. Parent Involvement rates have remained stable and we will continue to add opportunities for parent involvement and engagement at the district level and at each school site. We had many more opportunities for parent engagement during our LCAP process this year and appreciated the input and feedback that parents provided. Overall, we held 7 open meetings for stakeholder engagement in the LCAP process, with a goal of educating stakeholders on the LCAP itself, as well as district needs, goals, actions & services.

Facilities continue to remain in good repair and all teachers are appropriately credentialed.

Staff and parent training in the Nurtured Heart approach has been successful. Students benefitted from increased counseling services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As previously mentioned, we were unable to implement the local SARB so the \$17,500 allocated remained unspent.

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.

We have added three additional actions and services to this goal:

1. All sites will annually evaluate the condition of our facilities
2. Students in grades 5, 7, & 9 will participate in the Physical Fitness Test
3. Provide training and collaboration opportunities for counseling staff in order to effectively meet the socioemotional needs of all students

The first additional action/service includes an AMO that the Facilities Inspection Tool (FIT) at all schools will indicate "acceptable."

The second additional action/service includes an AMO that 75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test. The third additional action/service is a result of our focus on PLCs and the recognition that our counseling staff should function as a PLC and have the support and training to facilitate this. We also recognize the need for professional development for our new counseling staff in order to assist them in meeting the needs of students.

We felt it was important to add these actions & services since we were already implementing them and they directly align with the goal.

We modified the AMO related to Chronic Absenteeism to align with the state average.

We will be adding an additional 1 FTE counselor and will continue to focus on PBIS and training to develop the capacity of staff to meet the socioemotional needs of students.

We have added additional health services staff to support student needs.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

All English Learners will move towards proficiency in English, with 85% per year moving one level or being reclassified.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Equal access to core classes

17-18

All core classes will be balanced for English Language status. Decrease the difference between class enrollments to less than 15%.

Baseline

The AERIES English Learner Class Percentage Report for 2015-16 indicates that class percentages of English Learners varied from 20% to 52%.

Metric/Indicator

LTEL Percentage

17-18

Decrease the percentage of English Learners who are classified as Long-Term English Learners.

Baseline

LTEL percentages for the 2015-16 school-year were 52 out of 844 ever ELL students (52/844 =6.2%.

Actual

At the elementary level, English Learners class percentages ranged from 8% to 54%. This is a variance of 46%, which is much higher than our goal of reducing the variance to less than 15%.

LTEL percentages have decreased significantly. In 2016-2017, 56 students out of 778 "Ever ELs" were identified as LTELs. This equates to 7.2%. In the 2017-2018 school year, 30 students out of 828 "Ever ELs" are identified as LTELs. This equates to 3.6%. This is below the county average (7.6%) and the state average (9.2%).

Expected

Metric/Indicator

Basic conditions at schools

17-18

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

Baseline

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

Metric/Indicator

English Learner progress

17-18

78% of English Learners increase one proficiency level on CELDT or ELPAC.

Baseline

For the 2014-15 school year, the state Data Dashboard indicates that English Learner progress district wide was 74.4%. For McKinley school, 66.7% (Red) , a decline of 16.7% over the previous year. For Wilson Elementary, 72.7%, (Green), a 10.7% increase over the previous year. For Sycamore Middle School, 88.7% (Blue) an increase of 8.7% over the previous year. For Gridley, High School 72.7% (Green) an increase of 9.2% over the previous year.

Actual

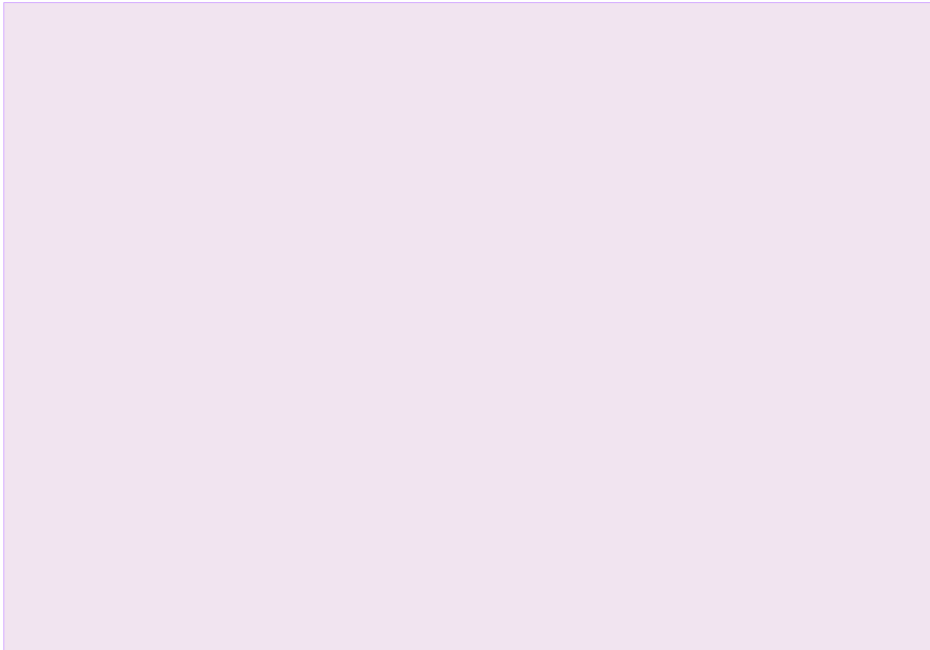
All students have access to CCSS aligned instructional materials in ELA/ELD and Mathematics as measured by Williams requirements.

In 2016-2017, 83.6% of students moved up one level on the CELDT or were reclassified. The district was in the blue on the California School Dashboard for the EL Progress indicator. This metric can be further broken down into its component parts:

Districtwide, 187 students met AMAO-1 using CELDT. This corresponds to 61.9% of ELs making progress as defined in Title III's AMAO-1 (increased 1 or more levels on CELDT or maintained, if already at level 4/5).

Districtwide, another 46 students were reclassified according to the DataQuest RFEP Counts/Rate data. This corresponds to a reclassification rate of 12 % over the year which was lower than the county and state averages of 17.5% and 12%, respectively. Note though that this lower reclassification rate was in part due to a clerical error in which the EL program exit dates were not entered before the final reporting deadline in the district's information system - a mistake which was corrected during the 17-18 year and will result in a temporary spike in reclassification rates for the next year's reporting.

Expected



Metric/Indicator

English Learner progress

17-18

Increase the % of students reaching English Proficiency in less than 6 years by 10% when compared to the previous school year.

Baseline

88 percent of ELL students reach English Proficiency prior to 6 years of enrollment in the district. Students who meet Reclassification criteria are reclassified

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

Actual

Selected District Level Data - 0475507--Gndley Unified
for the year 2016-17

School	CDS Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Non-public non-sectarian schools	04755070000001	3	0 (0.0%)	0 (0.0%)	0 (0.0%)
Esperanza High (Continuation)	04755070433946	24	3 (12.5%)	8 (33.3%)	0 (0.0%)
Gndley High	04755070433953	616	48 (7.8%)	237 (38.5%)	3 (0.4%)
McKinley Elementary	04755076003156	327	78 (23.9%)	1 (0.3%)	1 (0.3%)
Sycamore Middle	04755076003164	473	47 (9.9%)	148 (31.3%)	19 (4.0%)
Wilson Elementary	04755076003172	578	167 (28.9%)	48 (8.3%)	23 (3.9%)
District Total		2,021	343 (17.0%)	442 (21.9%)	46 (2.3%)
County Total		31,384	2,428 (7.7%)	2,368 (7.5%)	467 (1.5%)
State Totals		6,228,236	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (2.9%)

AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English	
# of 2016-17 Annual CELDT Takers	302
# with Required Prior CELDT Scores	298
% with Required Prior CELDT Scores	99%
# in Cohort Meeting Annual Growth Target	187
% Meeting AMAO 1 at District / Site	63%
MET 2017 TARGET FOR AMAO 1 (Target=63.5%)	No

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort		5 Years or More Cohort	
# of 2016-17 English Learners in Cohort	274	# of 2016-17 English Learners in Cohort	90
# in Cohort Attaining the English Proficient Level	72	# in Cohort Attaining the English Proficient Level	43
% in Cohort Attaining the English Proficient Level	26.3%	% in Cohort Attaining the English Proficient Level	47.8%
MET 2017 TARGET FOR AMAO 2 (Target=26.7%)	No	MET 2017 TARGET FOR AMAO 2 (Target=54.7%)	No

In 2017-2018, 3.6% of our students were considered LTELs. 6.2% of all students have been English Learners for 6+ years and 8.3% have been English Learners for 4-5 years. As indicated by our Dashboard status, students are progressing in their English Language development at high levels.

Train staff to fully implement the Designated and Integrated ELD portions of the Benchmark ELA/ELD program. Wilson: \$8,000 training, \$3,000 supplies/materials.

Staff training in the implementation of Designated and Integrated ELD portions of Benchmark ELA/ELD occurred.

5000-5999: Services And Other Operating Expenditures Supplemental 8,000

Wilson Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000

4000-4999: Books And Supplies Concentration 3,000

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Specialized ELD instruction for LTELs in grades 6-12 Implement Language! Program (Sycamore) staff: \$32,021 GHS: Purchase ELD materials/ Training \$15442 Staff: \$19,974 Alt ED: Purchase ELD materials \$121</p>	<p>The Language! program has been implemented at Wilson and Sycamore.</p>	<p>4000-4999: Books And Supplies Base 121.00 4000-4999: Books And Supplies Supplemental 5,442.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000.00 1000-1999: Certificated Personnel Salaries Supplemental 19,974.00 1000-1999: Certificated Personnel Salaries Supplemental 32,021.00</p>	<p>Alt Ed Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$121 GHS Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,442 GHS Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000 GHS Staff 1000-1999: Certificated Personnel Salaries Supplemental \$19,974 Sycamore Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,021</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Balance classes for EL status, ethnicity and demographics.</p>	<p>Classes were balanced for EL status.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

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

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

Staff is in year 2 of the implementation of new curriculum for ELA/ELD. This also includes the Language! intervention curriculum. Staff participated in continued training on implementing the ELD portion of the new curriculum. In addition, staff from Wilson Elementary attended workshops by Dr. Kate Kinsella, which focused on strategies for teaching academic vocabulary, grammar targets, and improving writing. Efforts were made to improve and increase the amount of monitoring that occurs district-wide of both current EL students and students who have been reclassified. Monitoring forms were revised and staff were trained on the processes for completing the monitoring. EL and RFEP progress monitoring occurs two times per year. Students who are not making progress receive additional support and may be referred to a student support team (SST).

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

Student reclassification rates and progress on CELDT has increased and LTEL rates have decreased as a result of a focus on EL student needs. In the 2016-2017 school year, the year which data is published on the Dashboard, Wilson Elementary was the only school not in the Blue for EL progress. With 69.7% of students moving up one level or reclassifying, they were in the Green. While this is still a success, it also indicates a need to continue to monitor ELD implementation and support teachers in meeting the needs of EL students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

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.

We have decided to remove this as a goal and to instead include the actions & services associated with this goal under our revised Goal #3: All students will achieve proficiency in core subject areas. We added "Monitor progress of ELs and Reclassified students" as an action since this is something that we have focused on in the current school year and would like to make sure that efforts continue. In regards to Annual Measurable Outcomes, we modified the language around LTELs as follows: Decrease the number of students district-wide who are identified as LTELs to below the state average. We made the previous goal an AMO (85% or ELs will move one level or be reclassified). We removed the AMO regarding increasing the percentage of students reaching English proficiency in less than 6 years due to the fact that this data was difficult to collect and we feel that we are able to capture the data that we need within the other AMOs.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Credit Deficiency

17-18

Decrease the number of students who are 20 or more credits deficient. below 28.

Baseline

In 2014-15, 34 students were 20 or more credits deficient. In 2015-16, 28 students were 20 or more credits deficient.

20 GHS students are currently 20 or more credits deficient. 12 of the 20 students are on an IEP.

Metric/Indicator

College/career readiness

17-18

CTE course enrollment and completion will increase each year.

Baseline

CTE Course completion will increase each year. As of the 2014-15 school year, 325 students were enrolled in a CTE course.

This AMO was modified to measure CTE Pathway Completion, as opposed to just CTE course enrollment. In 2016-2017, there were 18 students who completed a CTE Pathway.

Expected

Metric/Indicator

College/career readiness

17-18

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

Graduation rates

17-18

95% of students will graduate from high school

Baseline

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

Metric/Indicator

High School Drop out Rates

17-18

High School Drop Out Rates

17/18 4.5%

Baseline

High School Drop Out Rates 15/16: 2.3%

Metric/Indicator

Middle School Drop out rates

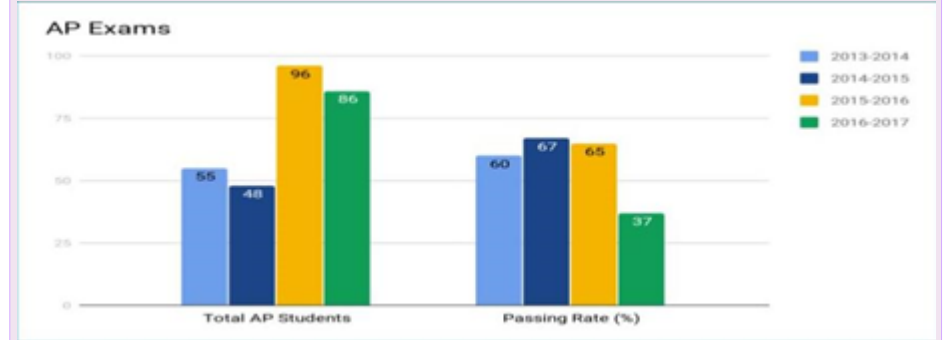
17-18

Middle School Drop Out Rates

17/18 1.5%

Actual

In 2016-2017, 86 students were enrolled in an AP class. The AP passing rate was 37%.



The graduation rate for the Class of 2016 was 91.5%. This represents an increase of 2%. This increase places the district in the Green on the Dashboard.

In 2016-2017, the high school dropout rate was 1.2%. This is below the county (2%) and state (2.4%).

In 2015-2016 and 2016-2017, the middle school dropout rate has remained below 0%.

Expected

Baseline

Middle School Drop Out Rates
15/16 2%

Metric/Indicator

College/career readiness

17-18

45% 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

College/career readiness

17-18

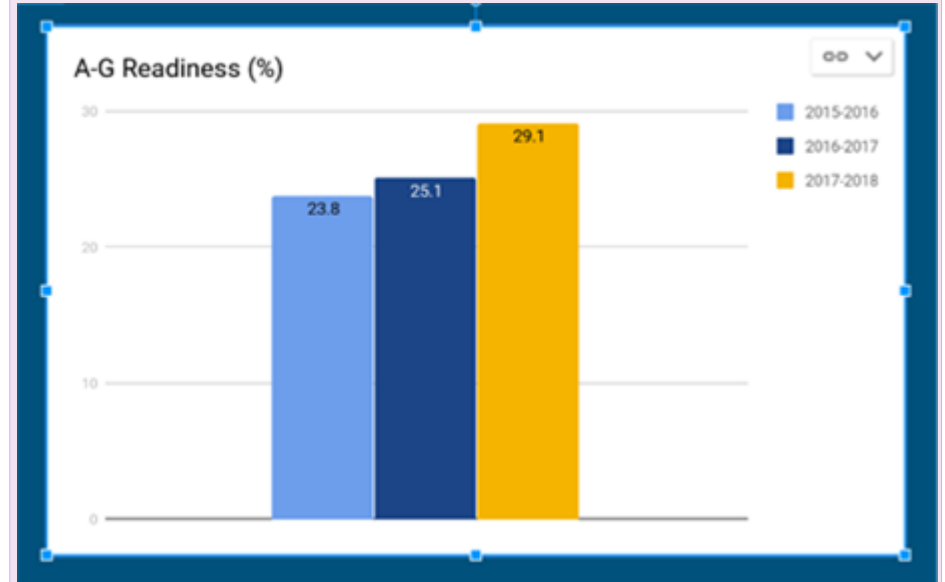
Increase the percentage of students who score a 3 or 4 for on the EAP.

Baseline

EAP pass rates for 2015-16: 67% of students were college ready on ELA. 42% were college ready in math.

Actual

In 2017-2018, 29.1% of students completed A-G requirements prior to graduation. This is an increase from the prior year (25.1%) but below the goal of 45%.



In 2016-2017, 76% of students scored a 3 or 4 on the EAP in ELA. This an increase of 9% over the previous year. 42% of students scored a 3 or 4 on the EAP in Math. This is the same percentage as the previous year, but is above the state and county average.

Expected



Metric/Indicator

Students eligible for Integrated Math

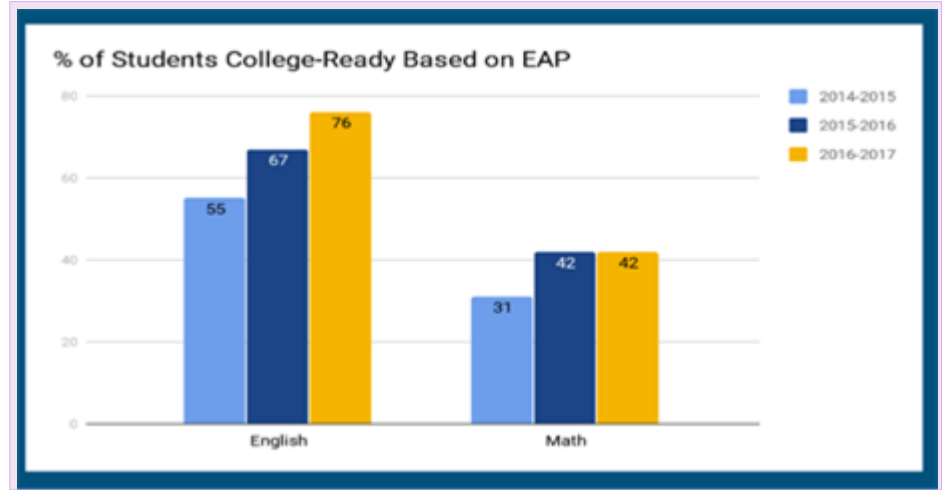
17-18

Increase the percentage of students prepared for Integrated Math 1 in ninth grade.

Baseline

In 2016/17 108 ninth grade students were enrolled in either Integrated Math 1 or Integrated Math 2.

Actual



In 2017/18, 121 students were enrolled in either Integrated Math 1 or Integrated Math 2.

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
Create a Health Sciences Pathway with 2 periods per day.	A Health Sciences Pathway was created with 2 periods per day.	1000-1999: Certificated Personnel Salaries Supplemental 40,000.00	2 periods Health Science 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Implement IXL in Math and English Language Arts at Gridley High School and Sycamore Middle School	IXL was successfully implemented in Math at GHS and Sycamore. Sycamore Middle School successfully implemented IXL in ELA as well.	5000-5999: Services And Other Operating Expenditures Supplemental 7,000.00	IXL Sycamore 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000
		5000-5999: Services And Other Operating Expenditures Base 5,000	IXL GHS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Reading Intervention at GHS	Reading intervention was provided at GHS.	1000-1999: Certificated Personnel Salaries Supplemental 22,153.00	1 period reading intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,153

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support CTE Pathways implementation.	CTE Pathways implementation has continued to be supported.	4000-4999: Books And Supplies Supplemental 66,377	CTE Materials 4000-4999: Books And Supplies Supplemental and Concentration \$66,377

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrated Math will be implemented at GHS. Level III will be implemented during the 2017-18 school year. One level will be added each year until all levels are in place. GHS: \$28,000	All three levels of Integrated Math have been successfully implemented at GHS.	4000-4999: Books And Supplies Supplemental 28,000.00	4000-4999: Books And Supplies Supplemental and Concentration \$28,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Credit recovery options have continued for students at GHS through CyberHigh and Alt Ed through Odysseyware. Alt Ed has focused on implementing college and career readiness standards.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 13,000.00</p>	<p>Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,000</p>
		<p>5000-5999: Services And Other Operating Expenditures Concentration 1,019.00</p>	<p>Alt Ed Field Trips & Speakers 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,019</p>
		<p>5000-5999: Services And Other Operating Expenditures Base 300.00</p>	<p>Career Counseling 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300</p>
		<p>5000-5999: Services And Other Operating Expenditures Supplemental 15,500.00</p>	<p>Cyber High 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,500</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement AVID at Sycamore. Fees for Training/materials \$10,000</p>	<p>AVID continues to be successfully implemented at Sycamore. Students participated in a variety of activities and field trips to prepare them for college and career.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 8,000.00</p>	<p>AVID Fees, Field Triips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p>
		<p>4000-4999: Books And Supplies Supplemental 2,000.00</p>	<p>AVID Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Align instruction to CCSS standards to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors.

Instruction continues to be aligned to the CCSS in order to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors. Wednesday department collaboration time has allowed teams to articulate instruction. The district also began the process of vertical articulation across all grade levels K-12, with a focus on math.

\$0 Not Applicable Not Applicable

\$0 Not Applicable Not Applicable

Analysis

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

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

All planned actions and services were implemented.

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

The actions and services have been successful in meeting student needs. The number of students who are credit deficient has decreased and the number of students completing A-G requirements prior to high school graduation is increasing. GHS students are outperforming students in the county and state on the ELA CAASPP Assessment and performing at the same level as students in Math. The CTE Pathways have been very successful and are creating positive buzz in the community and a plethora of opportunities for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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.

We have made several changes to the expected outcomes and the actions and service to achieve this goal in response to careful analysis:

1. We have identified the need to provide on-site college entrance testing at minimal or no cost to students in order to increase their opportunities to attend college. This has been added as an action.

2. We identified the need to provide college and career information nights. This has been added as an action.
3. We identified the need to add additional foreign language course. We have added an additional Spanish teacher at the high school.
4. We have added math support classes at GHS in addition to the reading intervention courses already specified in the LCAP.
5. We have added AMOs to address the percentage of students who take the SAT.
6. We have added an AMO to address the percentage of students who are prepared for college and career as indicated on the California School Dashboard in response to our analysis of a lower than expected percentage prepared in the Fall 2017 Dashboard.
7. We modified the language in our AMOs for our graduation rate to reflect a more realistic goal of 91%.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

All students will achieve proficiency in core subject areas (ELA, Math, Science, Social Studies) as measured by State assessment data (CAASPP).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

iReady

17-18

Increase the percentage of First Grade students reading at grade level as measured by iReady to 20%.

Baseline

Baseline data (midyear first grade 2016-17) indicates that 18% of students score as at grade level based on the iReady Standard Report.

Metric/Indicator

Multiple Measures (BPST, Running Records)

17-18

Increase the percentage of first grade students reading at grade level to 89% as measured by BPST and Running Records.

Baseline

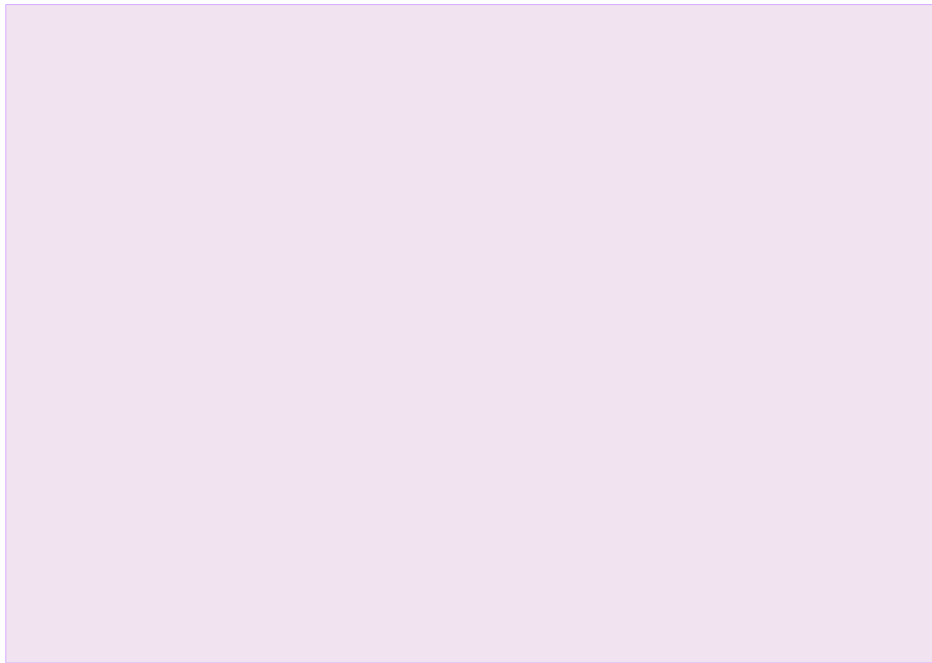
Multiple measures (BPST, Running Records) indicated that 87% of first grade students were proficient on multiple measures at the end of the 2015/16 school year

Actual

Mid-year data shows that 94% of the first-grade students who took the iReady diagnostic were performing <1 level below through the end of the current grade level. 13% of first-grade students were performing on level, based on the Standard Report. It is to be noted that only 47 out of 124 first-grade students took the diagnostic assessment. The decision was made not to include first-grade students in the iReady implementation.

86% of first grade students were proficient or advanced in multiple measures at the end of the 2016/17 school year. 80% of English Learners were Proficient or Advanced compared to 89% of English Only students.

Expected



Actual

FIRST GRADE INTERVENTION WALL MCKINLEY PRIMARY SCHOOL				
	Sept.	Tri.1	Tri.2	Tri.3
Below Basic	83	5	7	6
Basic	35	44	12	16
Proficient	28	79	83	76
Advanced	14	28	57	59
Schoolwide	86% Proficient/Advanced 135/157			
EL's	80% Proficient/Advanced 41/51			
EO's	89% Proficient/Advanced 94/106			
Reading Recovery	89% Proficient/Advanced 31/35			

Metric/Indicator

iReady

17-18

Increase the percentage of students reading at grade level in Third grade to 58% as measured by the mid- year iReady report.

Baseline

2016/17 midyear data indicate that 53% of third grade students are reading at grade level.

According to the mid-year iReady Standard Report, 60% of 3rd grade students were reading on level.

Metric/Indicator

Test Scores

17-18

Increase the percentage of students reading at grade level by the end of third grade to 43% as measured by SBAC.

Baseline

SBAC ELA scores for the 2015/16 school year indicated that 38% of third grade students met or exceeded the achievement standard.

SBAC ELA scores for the 2016/17 school year indicated that 36% of third-grade students met or exceeded the achievement standard.

Expected



Metric/Indicator

Test Scores

17-18

Increase the percentage of students understanding Math Common Core standards at the end of fifth grade to 36%

Baseline

SBAC data indicate that in 2015-16, 29% of 5th grade students met or exceeded the performance standard in Mathematics.

Metric/Indicator

Test Scores

17-18

Increase the percentage of students understanding Common Core ELA/Reading concepts by the end of 8th grade from 42% to 50% as measured by SBAC (State assessment). Increase the percentage reading at grade level on the midyear iReady report to 40%.

Actual

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
3	36%	39%	44%	39%
4	44%	42%	45%	60%
5	53%	40%	47%	59%

SBAC Math scores for the 2016/17 school year indicated that 49% of fifth-grade students met or exceeded the achievement standard.

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
3	45%	41%	47%	45%
4	36%	37%	40%	48%
5	49%	29%	34%	31%

SBAC ELA scores for the 2016/17 school year indicated that 39% of eighth-grade students met or exceeded the achievement standard. According to the iReady standard mid-year report, 32% of eight-grade students were reading on level.

Expected

Baseline

SBAC ELA scores for the 2015-16 school year indicate that 45% of eighth grade students met or exceeded the achievement standard. iReady mid-year reading assessment data for the 2016/17 school year indicate that 30% of eighth-grade students are reading at grade level.

Metric/Indicator

Test Scores

17-18

By the end of twelfth grade increase the number of students understanding Common Core ELA/Math Concepts at grade level.

ELA Goal: 68%. Math goal: 35%.

Baseline

SBAC scores for 11th grade ELA and math for the 2014-15 school year were as follows: ELA, 33.8 points above level 3 which was an increase of 22.1 points. 40% of students scored at or above proficient. Math, 33.9 below level 3, which was an increase of 22.8 points. 27% of students scored at or above proficient. For the 2015-16 school year, 66% of students scored at or proficient in ELA, and 34% in Math.

Metric/Indicator

Implementation of state standards

17-18

Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies.

Actual

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
6	47%	↑ 42%	↔ 47%	↑ 40%
7	41%	↓ 44%	↓ 49%	↑ 37%
8	39%	↓ 42%	↓ 49%	↓ 45%
11	74%	↑ 62%	↑ 60%	↑ 62%

In the 2016/17 school year, 74% of 11th grade students met or exceeded ELA standards and 40% met or exceeded standards in Math.

Survey data collected in the spring of the 2017/18 school year indicates that the majority of teachers rate themselves as follows:
 ELA/ELD: Developing Awareness of Standards & Framework and Instruction
 Math: Developing Awareness of Standards & Framework and Instruction
 Science: Full Awareness of Standards & Framework and Initial Awareness in Instruction
 History/Social Studies: Initial Awareness and Full Awareness (tied) of Standards & Framework and Initial Awareness in Instruction

Expected

Actual

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.

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 new adoptions	We had anticipated an NGSS adoption but learned that the instructional materials would not be approved by the SBE until the Fall. In anticipation of the need for hands-on science materials, supplemental curricular support, and information science texts, we reallocated funds to support our upcoming textbook adoption. Funds were also spent on professional development for teachers and administrators on the shifts in science education that are inherent in the NGSS.	4000-4999: Books And Supplies Base 100,000	Science Books & Materials 4000-4999: Books And Supplies Supplemental and Concentration \$40,000
			Staff Training on NGSS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Geography for all 9th grade students.	Geography was offered to all 9th grade students.	1000-1999: Certificated Personnel Salaries Base 65,610	Extra Geography Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,610

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain class size in grades K-3 at 24:1. Two teaching positions.	Two additional teachers were funded for grades K-3, reducing class sizes to below 24:1.	1000-1999: Certificated Personnel Salaries Supplemental 157,726	Two teaching positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$157,726

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional aide support to K-3 Classrooms. McKinley: \$ 31,161 Wilson \$28,113	Instructional aides were provided for all K-3 classrooms.	2000-2999: Classified Personnel Salaries Supplemental 28,113.00	Wilson Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,113
		2000-2999: Classified Personnel Salaries Supplemental 31,161.00	McKinley Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,161

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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: \$10,000 GHS: Project Based Learning PD \$25000 District (iReady, Benchmark, Wonders): 10,000	Teachers across the district have had multiple opportunities for professional learning; including, but not limited to: CUE (Computer Using Educators) Kate Kinsella (ELA/ELD) PLC Conference ELPAC Academy Project-Based Learning The goal of professional development has been to increase teachers' knowledge of ELA/ELD standards, adopted curriculum, and the integration of educational technology. Teachers had release days throughout the year for	1000-1999: Certificated Personnel Salaries Supplemental 650.00	Alt Ed Summer PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$650
		5800: Professional/Consulting Services And Operating Expenditures Base 10,000.00	GHS PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000
		5000-5999: Services And Other Operating Expenditures Base 25,000.00	GHS PBL Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000

identification of essential standards, lesson and unit development, and pacing. A team of teachers from GHS attended the PBL Institute in Napa over the summer. Training was provided for iReady, Benchmark, and Wonders to teachers in grades K-8.

1000-1999: Certificated Personnel Salaries Supplemental 10,000.00

District Subs for Teacher Release 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000

1000-1999: Certificated Personnel Salaries Supplemental 5,000.00

Wilson Subs for Teacher Release 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

Action 6

Planned Actions/Services

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

Actual Actions/Services

iReady was utilized as a CCSS benchmarking assessment in ELA and Math and as an online intervention system. Professional development was provided to teachers.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental 40,000.00

Estimated Actual Expenditures

iReady 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$33,992

5000-5999: Services And Other Operating Expenditures Supplemental 2,950.00

iReady Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,652

0000: Unrestricted Supplemental 4,500.00

Subs for Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

Action 7

Planned Actions/Services

Provide Library/Media Services and Technical support at Sites. 2 Support Technicians: \$136,000; Wilson Media/Library Clerk: \$36,723 GHS Tech/Library Clerk: \$44,287 Sycamore: Library/Tech: \$19,171.

Actual Actions/Services

Library/Media clerks were provided at Wilson, Sycamore, and GHS. 2 Computer Support Technicians were available district-wide to support technology integration and infrastructure development.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental 44,287.00

Estimated Actual Expenditures

GHS Media Clerk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$44,287

1000-1999: Certificated Personnel Salaries Supplemental 19,170.00

Sycamore Media Clerk 1000-1999: Certificated Personnel

			Salaries Supplemental and Concentration \$19,170
		1000-1999: Certificated Personnel Salaries Supplemental 36,723.00	Wilson Media Clerk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,723
		2000-2999: Classified Personnel Salaries Supplemental 136,000.00	2 Support Technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$136,000

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 TOSA/Special Projects Coordinator.	1 district-level TOSA and 1 district-level Special Projects Curriculum Coordinator were provided. The Curriculum & Instruction department oversaw several initiatives and provided support in the following areas: 1. District Curriculum Committee with K-8 teacher representation and K-12 administrative representation 2. Vertical articulation in math (2 meetings held to identify essential standards and identify coherence across all grade levels) 3. Weekly Curriculum Corner email to teachers 4. Weekly PLC time at all sites 5. NGSS implementation (soft roll-out) 6. Benchmark Advanced and Wonders training for K-5 teachers 7. Release time to plan and identify essential standards 8. Assessment & Accountability	District-level TOSA Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 115,000.00 District-level Curriculum Coordinator Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 95,000.00	District-level TOSA Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,000 District-level Curriculum Coordinator Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Student access to technology has continued to increase. District technology subscriptions and purchases supported the 1:1 device initiative that was started in 2014. District staff, teachers, and administrators participated in technology conferences and training to support the implementation of technology.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 10,000.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 8,000.00</p> <p>4000-4999: Books And Supplies Supplemental 254,000.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 25,000.00</p> <p>4000-4999: Books And Supplies Supplemental 44,000.00</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>District Technology 4000-4999: Books And Supplies Supplemental and Concentration \$250,000</p> <p>Wilson Technology 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000</p> <p>GHS Technology 4000-4999: Books And Supplies Supplemental and Concentration \$44,000</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide enrichment opportunities for all students across all grade levels and explore opportunities for music, arts and PE. Expenses: District:</p>	<p>Enrichment opportunities were provided for students across all grade levels. The STEM class at Wilson Elementary was not provided as an unforeseen paid medical absence necessitated the</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 20,000.00</p>	<p>District Music Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>

\$20,000 Music supplies/materials; Sycamore: \$13,182 Supplies/Materials, Wilson: PE Teachers \$58,205, Performances \$15,000, Supplies \$30,000, STEM class\$ 98,454, McKinley supplies \$10,000.

STEM teacher to assume a classroom teaching position. Students were engaged in the music program and several performances were held throughout the year.

4000-4999: Books And Supplies Supplemental and Concentration 13,182.00

Sycamore Enrichment 4000-4999: Books And Supplies Supplemental and Concentration \$13,182

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 58,205.00

Wilson PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$58,205

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000.00

Wilson Performances 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000

4000-4999: Books And Supplies Supplemental and Concentration 30,000.00

Wilson Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$30,000

1000-1999: Certificated Personnel Salaries Base 98,454.00

Extra Teacher at Wilson 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,454

4000-4999: Books And Supplies Supplemental and Concentration 10,000.00

McKinley Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000

Action 11

Planned Actions/Services
Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site.

Actual Actions/Services
Leadership stipends were provided to teachers at all school sites to support the work these teachers did to support teaching and learning through the PLC process.

Budgeted Expenditures
1000-1999: Certificated Personnel Salaries Supplemental 36,103.00

Estimated Actual Expenditures
Leadership Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,103

Action 12

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>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 \$14,324 GHS: Tutors: \$3,773 GHS: After school academy: \$ 10,000</p>	<p>Intervention programs and support were provided to students at all sites.</p>	<p>GHS Tutors 2000-2999: Classified Personnel Salaries Concentration 3,773.00</p>	<p>GHS Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,773</p>
		<p>GHS After-School Academy 1000-1999: Certificated Personnel Salaries Concentration 10,000.00</p>	<p>GHS After-School Academy 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>
		<p>Wilson Intervention Teachers 1000-1999: Certificated Personnel Salaries Concentration 49,934.00</p>	<p>Wilson Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$49,934</p>
		<p>Sycamore Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental 261,721.00</p>	<p>Sycamore Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$261,721</p>
		<p>GHS Math Support 1000-1999: Certificated Personnel Salaries Supplemental 14,324.00</p>	<p>GHS Math Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,324</p>
		<p>McKinley Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental 99,765.00</p>	<p>McKinley Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,765</p>
		<p>Wilson After-School Academy 1000-1999: Certificated Personnel Salaries Supplemental 25,000.00</p>	<p>Wilson After-School Academy 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>
		<p>Wilson After-School Academy 4000-4999: Books And Supplies Supplemental 25,000.00</p>	<p>Wilson Supplies 4000-4999: Books And Supplies Supplemental \$25,000</p>

Analysis

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

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

Student learning is directly impacted by the quality and quantity of caring, trained adults who are able to work with students to reach academic and social-emotional benchmarks. The district has allocated a majority of our supplemental and concentration funding towards actions & services that will directly support student learning. By investing in smaller class sizes and instructional aide support in the primary grades, we believe that students will be better equipped to achieve mastery of skills in those critical years. Forming relationships with teachers and staff and being able to work in smaller groups will ensure that students are set up for success. The district has also invested a lot of money into its teachers. Highly trained and qualified teachers are more important than any program and have the greatest effect on student achievement. We have effectively implemented the majority of the planned actions and services in 2017/18 with a few exceptions:

1. The After-School Academy at Wilson Elementary was unsuccessful as we were unable to find a teacher to fill the position.
2. The STEM class at Wilson Elementary was not provided due to an unforeseen paid medical leave.
3. A textbook adoption did not occur and therefore the funds allocated were re-allocated to support professional development and to purchase supplementary materials for science.

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

The actions have been effective to achieve the articulated goals and outcomes. In reviewing the data from McKinley Primary, it is clear that the increased academic support through intervention teachers and instructional aides is having an impact on student achievement, as 86% of students were proficient at the end of the last school year. An analysis of SBAC trends showed a decline in ELA scores in grades 3-5. As this was the first year of a new ELA adoption, an implementation dip can be expected. However, this points to the need for a continued focus on teacher training and professional development to support teachers. Data collected from teachers through the Standards Implementation reflection also provides evidence of the need for continued professional development and a focus on continued PLC implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had budgeted \$100,000 in anticipation of a new textbook adoption for science. As the materials are not yet available, we spent \$50,000 supplies for hands-on science exploration, science picture books, and teacher training.

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 district has made several changes to this goal, including incorporating the actions & services from our previous Goal #2 into this goal. The following actions & services were added:

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

2. Begin implementation of NGSS at all sites
3. Curricular materials to support NGSS
4. Attract and retain high-quality teachers
5. Monitor appropriate credentialing assignments for all teachers
6. Provide opportunities for parent participation at all sites through involvement in SSC, LCAP, ELAC, DELAC, and site parent meetings
7. Train staff on ELA/ELD Frameworks to fully implement Designated and Integrated ELD instruction
8. Monitor progress of ELs and Reclassified students biannually

The following action was removed, as it is part of the core instructional program:

1. Geography for all 9th grade students

The additions and modifications were made in response to stakeholder feedback on the importance of high-quality instruction, highly-trained teachers, and the need to move forward with our district-wide implementation of NGSS. They also represent some things that were already being done district-wide but that we would like to call attention to in our LCAP to provide a focus on their importance in student achievement or actions that are aligned to required AMOs (i.e. teacher credentialing and Williams requirements).

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

In reviewing the 2017-18 LCAP Plan and making revisions for 2018-20, the Gridley Unified School District (GUSD) aimed to seek substantive and thoughtful input for all stages of plan development.

Stakeholder Engagement actions during the 2017-18 school year included the following:

1. The GUSD Leadership Team met on the following dates to review data and make suggested revisions to goals, actions & services, and Annual Measurable Outcomes:

January 22, 2018

February 1, 2018

February 15, 2018

March 5, 2018 (Annual Update data presented)

April 18, 2018

2. Stakeholder Meetings were held on the following dates:

February 13, 2018

March 5, 2018 (two meetings were held on this date: 9:00 a.m. and 6:00 p.m.)

March 13, 2018 (Annual Update data presented)

April 17, 2018

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

February 5, 2018

March 12, 2018

April 9, 2018

4. On March 14, 2018 LCAP feedback was collected during a Pastries with the Principals meeting at Wilson Elementary School.

5. Staff Meetings were held to gather stakeholder input on the following dates:

April 25, 2018 (Sycamore Middle School)

May 9, 2018 (McKinley Primary School)

6. The LCAP was reviewed during School Site Council Meetings on the following dates:

April (Sycamore Middle School)

7. In May 2018, the LCAP was reviewed with the CSEA leadership.

8. In May 2018, the LCAP was reviewed with the Gridley Unified Teachers Association.

9. On May 9, 2018, the ELAC reviewed the LCAP plan and provided input.

10. On May 23, 2018, The LCAP was presented to a random selection of students at Gridley High School.
11. In May 2018, the LCAP was presented to student leadership at Sycamore Middle School.
12. The LCAP was submitted for Public Hearing at the Gridley Unified School Board meeting on June 12, 2018.
13. The LCAP was submitted to the Gridley Unified School Board for approval on June 27, 2018.

Impact on LCAP and Annual Update

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

Input included support for increasing the counseling services to one full time equivalent (FTE) at each school site, continued focus on technology integration, support for continued intervention services, classified support, and smaller class sizes, and continued support for enrichment opportunities at all school sites. Stakeholders also expressed concern with school climate and suspension rates. Actions & services directed at supporting school climate and student discipline include: PBIS (additional funding and training), additional counseling, training and collaboration opportunities for counseling staff to address the socio-emotional needs of students

Stakeholders expressed the desire for students with disabilities to have more opportunities for full inclusion. It was also suggested that specialized curriculum for SPED teachers be purchased as well as training for general education teachers to support inclusion. Gridley has applied for an MTSS grant and, if selected, these will be areas of focus for us in expending the funds and pursuing professional development. We also received Technical Assistance from Butte County Office of Education this year related to our Students with Disabilities subgroup. This assistance impacted our LCAP through the addition of actions related to articulation (which will include SPED teachers), PLC's and professional development.

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.

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."

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 below the state average (currently 10.8% for 16/17).
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.	Decrease suspension rates at all school sites from the Data Dashboard Published rates for 2014-15.
Priority 6: School Climate CHKS Survey	The Safe School survey (CHKS) completed in February 2017 indicates that 71 percent of students feel safe and	The Safe School survey (CHKS) was completed in February 2017. This will be used as a baseline for future	Maintain or increase baseline data from the California Healthy Kids Survey (CHKS) as it relates to student safety	Maintain or increase baseline data from the California Healthy Kids Survey (CHKS) as it relates to student safety

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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	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.	and school connectedness.	and school connectedness.
Priority 8: Other Pupil Outcomes Physical Fitness	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.	75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.	75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.	75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.

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))

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

Unchanged 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

Develop a local SARB to address behavior and attendance issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,500	\$17,500	\$17,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

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)

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
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 Professional Development/Training/Consulting

Amount	\$20,000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Training/Consulting		

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))

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:

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.

campus supervisors \$66,519; Sycamore, PBIS \$10,000; Wilson supplies, \$6454

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,519	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	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
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Wilson Supplies	4000-4999: Books And Supplies Wilson Supplies
Amount	\$6,454	\$5,500	\$5,500
Source	Supplemental and Concentration	Supplemental and Concentration	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 Software, PD, Supplies, Rewards (Alt. Ed)

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	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

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)

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$174,390	\$174,390
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Counseling Staff	1000-1999: Certificated Personnel Salaries Counseling Staff

Amount	\$2,000	\$44,960	\$44,960
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Counseling Staff	3000-3999: Employee Benefits Counseling Staff
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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Health Support Services

All students will have access to health support services

All students will have access to health support services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$44,185	\$44,185
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Health Aides	1000-1999: Certificated Personnel Salaries Health Aides
Amount		\$14,941	\$14,941
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Health Aides	3000-3999: Employee Benefits Health Aides

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged 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	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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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)

All

Location(s):

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

All Schools
Specific Grade Spans: 5, 7, 9

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

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	Not Applicable
Budget Reference	Not Applicable	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)

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

LEA-wide

Specific Schools: Wilson Elementary;
Sycamore Middle

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

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, 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	\$30,000
Source	Not Applicable	Supplemental and Concentration	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	5000-5999: Services And Other Operating Expenditures District-wide security needs - fencing, lock-blocks, gates, camera system installation

Amount		\$46,321	\$46,321
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 0.50 AP at Wilson Elementary for additional admin coverage	1000-1999: Certificated Personnel Salaries 0.50 AP at Wilson Elementary for additional admin coverage
Amount		\$13,006	\$13,006
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 0.50 AP at Wilson Elementary for additional admin coverage	3000-3999: Employee Benefits 0.50 AP at Wilson Elementary for additional admin coverage
Amount		\$54,821	\$54,821
Source		Supplemental and Concentration	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	2000-2999: Classified Personnel Salaries GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security
Amount		\$12,711	\$12,711
Source		Supplemental and Concentration	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	3000-3999: Employee Benefits GHS Campus Supervisors - - providing additional coverage on a large, open campus for student safety and security

Amount		\$5,546	\$5,546
Source		Supplemental and Concentration	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.	2000-2999: Classified Personnel Salaries Wilson Campus Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students.
Amount		\$1,074	\$1,074
Source		Supplemental and Concentration	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.	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.

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

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

This action was part of Action 4 in 2017-18.

2018-19 Actions/Services

All parents will have access to parenting classes that support district initiatives.

2019-20 Actions/Services

All parents will have access to parenting classes that support district initiatives.

Budgeted Expenditures

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

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))

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

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	\$10,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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:

The College & Career Indicator on the Dashboard indicates that 32.7% of students are ready for college and career. This represents a low status overall. There are discrepancies between subgroups: 43.3% of white students are prepared, while just 12% of English Learners and 26.8% of Hispanic students are prepared. Students are performing at high levels on the CAASPP (47.5 points above Level 3 for ELA and 35.8 points below Level 3 for Math) but there is a disconnect between CAASPP test scores and other indicators of college readiness. In 2017-2018, 29.1% of students are on track to complete A-G requirements. The AP Passing rate in 2016-2017 declined from 65% to 37%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parent Involvement	Sign-in sheets from college and career activities indicate that 10% of parents attended	Raise parent attendance at college and career nights and activities by	Raise parent attendance at college and career nights and activities by	Raise parent attendance at college and career nights and activities by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Raise Parent Attendance at College & Career Nights	an event on campus during the 2015-16 school year.	10% above previous year.	10% above previous year.	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 the average for math was 34%.	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.
Priority 4: Pupil Achievement	For 2014-15 48 students (30%) completed all of	45% of students will complete A-G	48% of students will complete A-G	51% of students will complete A-G

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion	the A- G course requirements.	requirements prior to graduation.	requirements prior to graduation.	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 students were 20 or more credits deficient.	Decrease the number of students who are 20 or more credits deficient. below 28.	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
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.

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create a Health Sciences Pathway with 2 periods per day.

Complete Health Sciences Pathway with addition of a Capstone Course.

Complete Health Sciences Pathway with addition of a Capstone Course.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$25,337	\$25,337
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries CTE (3 periods)	1000-1999: Certificated Personnel Salaries CTE (3 periods)
Amount		\$6,661	\$6,661
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits CTE (3 periods)	3000-3999: Employee Benefits CTE (3 periods)

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

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 the Annual Update for more information.	Provide for on-site college entrance testing at minimal or no cost to students.	Provide for on-site college entrance 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	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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: 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	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Reading Intervention at GHS	Provide remedial literacy support and math support classes at GHS	Provide remedial literacy support and math support classes at GHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,153	\$18,210	\$18,210
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Reading Intervention (one period)	1000-1999: Certificated Personnel Salaries Reading Intervention (one period)
Amount		\$5,661	\$5,661
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Reading Intervention (one period)	3000-3999: Employee Benefits Reading Intervention (one period)
Amount		\$10,000	\$10,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries GHS After-School Academy	1000-1999: Certificated Personnel Salaries GHS After-School Academy
Amount		\$3,773	\$3,773
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries GHS Tutors	2000-2999: Classified Personnel Salaries GHS Tutors

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

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

Support CTE Pathways implementation.

2018-19 Actions/Services

Support CTE Pathways sustainability.

2019-20 Actions/Services

Support CTE Pathways sustainability.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,377	\$70,000	\$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Esperanza

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

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	\$2,000
Source		Supplemental and Concentration	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	\$700
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures License Renewal/PD (Alt. Ed)	5000-5999: Services And Other Operating Expenditures License Renewal/PD (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)

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	\$13,000
Source	Supplemental and Concentration	Supplemental and Concentration	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	\$15,500
Source	Supplemental and Concentration	Supplemental and Concentration	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		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
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

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

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

2018-19 Actions/Services

Continue implementation of AVID at Sycamore.

2019-20 Actions/Services

Continue implementation of AVID at Sycamore.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

[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

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 college and career information nights.

2019-20 Actions/Services

Provide college and career information nights.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,000	\$2,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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.

2018-19 Actions/Services

Provide additional AP courses for students.

2019-20 Actions/Services

Provide additional AP courses for students.

Budgeted Expenditures

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

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Gridley High

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

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

Year	2017-18	2018-19	2019-20
Amount	\$65,610	\$50,467	\$50,467
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 1 extra teacher	1000-1999: Certificated Personnel Salaries 1 extra teacher
Amount		\$10,280	\$10,280
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1 extra teacher	3000-3999: Employee Benefits 1 extra teacher

Action 11

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>Schoolwide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Gridley High</p>
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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
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	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	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	\$57,087
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Additional Spanish Teacher	1000-1999: Certificated Personnel Salaries Additional Spanish Teacher
Amount		\$11,973	\$11,973
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Additional Spanish Teacher	3000-3999: Employee Benefits Additional Spanish Teacher

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 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:

The Fall 2017 Data Dashboard shows Gridley Unified in the Orange for both ELA and Math. Results are similar for all subgroups with the exception of Students with Disabilities, who were in the Red for Math.

32.7% of high school students are prepared for college or career, according to the College and Career Indicator. While there is currently no color associated with this indicator, this represents a status of low.

Staff survey data indicates that the majority of teachers need continued support to reach the Full Implementation level on the Implementation of State Standards matrix.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 9.7% for 16/17).
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 CELDT/ELPAC will increase by 5% over the previous year.
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.
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).
Priority 4: Pupil Achievement CAASPP	In 2015-2016, the status for students in grades 3-	The average distance from level 3 in ELA for students in grades 3-5	The average distance from level 3 in ELA for students in grades 3-5	The average distance from level 3 in ELA for students in grades 3-5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5 was 3.7 points above level 3 in ELA.	will be no more than 5 points below level 3.	will be no more than 5 points below level 3.	will be no more than 5 points below level 3.
Priority 4: Pupil Achievement CAASPP	In 2015-2016, the status for students in grades 3-5 was 14.4 points below level 3 in Math.	The average distance from level 3 in Math for students in grades 3-5 will be no more than 18 points below level 3.	The average distance from level 3 in Math for students in grades 3-5 will be no more than 18 points below level 3.	The average distance from level 3 in Math for 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.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	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	Modified Action	Modified Action
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2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

Textbook purchases for new adoptions	Textbook purchases for additional Spanish course at GHS.	Textbook purchases for NGSS in grades K-12
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Budgeted Expenditures

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

Scope of Services:

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

Location(s):

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

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

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

	New Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 2017-18. See the Annual Update for more information.	Identify essential standards and common assessments through district-wide collaboration.	Identify essential standards and common assessments through district-wide collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,000	\$8,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Subs for Teacher Release Days (3 ELA, 3 Math)	1000-1999: Certificated Personnel Salaries Subs for Teacher Release Days (3 ELA, 3 Math)
Amount		\$2,000	\$2,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Refreshments/Supplies for Teacher Release Days	4000-4999: Books And Supplies Refreshments/Supplies for Teacher Release Days

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))

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	\$95,856
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Two extra teaching positions	1000-1999: Certificated Personnel Salaries Two extra teaching positions
Amount		\$29,244	\$29,244
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Two extra teaching positions	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

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 instructional aide support to K-3 classrooms.

2018-19 Actions/Services

Provide instructional aide support to K-3 classrooms.

2019-20 Actions/Services

Provide instructional aide support to K-3 classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,113	\$27,932	\$27,932
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Wilson Instructional Aides	2000-2999: Classified Personnel Salaries Wilson Instructional Aides	2000-2999: Classified Personnel Salaries Wilson Instructional Aides

Amount	\$31,161	\$17,047	\$17,047
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries McKinley Instructional Aides	3000-3999: Employee Benefits Wilson Instructional Aides	3000-3999: Employee Benefits Wilson Instructional Aides
Amount		\$110,055	\$110,055
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries McKinley Instructional Aides	2000-2999: Classified Personnel Salaries McKinley Instructional Aides
Amount		\$45,145	\$45,145
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits McKinley Instructional Aides	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)

[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

Modified Action

Modified Action

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	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of Subs	1000-1999: Certificated Personnel Salaries Cost of Subs
Amount	\$10,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	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

Amount	\$25,000	\$31,898	\$31,898
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies Supplies-Sycamore, GHS, Esperanza	4000-4999: Books And Supplies Supplies-Sycamore, GHS, Esperanza
Amount	\$10,000	\$1,588	\$1,588
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures Travel and Conferences	5000-5999: Services And Other Operating Expenditures Travel and Conferences
Amount	\$5,000	\$7,500	\$7,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Teacher Release Time for Planning	1000-1999: Certificated Personnel Salaries Wilson Teacher Release Time for Planning
Amount		\$2,500	\$2,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Materials & Supplies for Teacher Release Time (Wilson)	4000-4999: Books And Supplies Materials & Supplies for Teacher Release Time (Wilson)
Amount		\$2,300	\$2,300
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Summer Boot Camp & Materials (Alt. Ed)	4000-4999: Books And Supplies Summer Boot Camp & Materials (Alt. Ed)

Amount		\$500	\$500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Sub Costs (Alt. Ed)	1000-1999: Certificated Personnel Salaries Sub Costs (Alt. Ed)
Amount		\$3,000	\$3,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Workshops, Conferences (Alt. Ed)	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

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

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

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

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	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 K-12 ELA and Math, 6-12 ELA
Amount	\$2,950.00	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	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-5 Subscription
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)

[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 Elementary;
Sycamore Middle; Gridley High
Specific Grade Spans: 2-12

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide 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	\$99,487
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries Two support technicians	2000-2999: Classified Personnel Salaries Two support technicians
Amount	\$19,170	\$37,957	\$37,957
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Two support technicians	3000-3999: Employee Benefits Two support technicians

Amount	\$36,723	\$27,404	\$27,404
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries GHS Media/Library Clerk	2000-2999: Classified Personnel Salaries GHS Media/Library Clerk
Amount	\$136,000	\$7,719	\$7,719
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits GHS Media/Library Clerk	3000-3999: Employee Benefits GHS Media/Library Clerk
Amount		\$15,204	\$15,204
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Sycamore Media/Library Clerk	2000-2999: Classified Personnel Salaries Sycamore Media/Library Clerk
Amount		\$5,891	\$5,891
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Sycamore Media/Library Clerk	3000-3999: Employee Benefits Sycamore Media/Library Clerk
Amount		\$25,011	\$25,011
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Wilson Media Library/Clerk	2000-2999: Classified Personnel Salaries Wilson Media Library/Clerk
Amount		\$13,899	\$13,899
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Wilson Media Library/Clerk	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	\$115,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries .5 FTE Special Projects Curriculum Coordinator	1000-1999: Certificated Personnel Salaries .5 FTE Special Projects Curriculum Coordinator
Amount	\$95,000.00	\$16,055	\$16,055
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits .5 FTE Special Projects Curriculum Coordinator	3000-3999: Employee Benefits .5 FTE Special Projects Curriculum Coordinator
Amount		\$123,542	\$123,542
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1.5 FTE TOSA	1000-1999: Certificated Personnel Salaries 1.5 FTE TOSA
Amount		\$36,539	\$36,539
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1.5 FTE TOSA	3000-3999: Employee Benefits 1.5 FTE TOSA

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)

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

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	\$10,000
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures GHS Technology Conferences	5000-5999: Services And Other Operating Expenditures GHS Technology Conferences
Amount	\$8,000.00	\$15,000	\$15,000
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures District Training	5000-5999: Services And Other Operating Expenditures District Training

Amount	\$254,000.00	\$317,800	\$317,800
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies District technology purchases	4000-4999: Books And Supplies District technology purchases
Amount	\$25,000.00	\$30,000	\$30,000
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Wilson Technology	4000-4999: Books And Supplies Wilson Technology
Amount	\$44,000.00	\$44,000	\$44,000
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies GHS Technology	4000-4999: Books And Supplies GHS Technology

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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: \$13,182 Supplies/Materials, Wilson: PE Teachers \$58,205, Performances \$15,000, Supplies \$30,000, STEM class\$ 98,454, McKinley supplies \$10,000.	Provide enrichment opportunities for all students across all grade levels.	Provide enrichment opportunities for all students across all grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	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	\$13,182
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Sycamore Enrichment	4000-4999: Books And Supplies Sycamore Enrichment
Amount	\$58,205	\$16,000	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies McKinley Enrichment	4000-4999: Books And Supplies McKinley Enrichment

Amount	\$15,000	\$25,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	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
Amount	\$30,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	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	\$5,986
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Wilson Stem Class (.5 FTE)	3000-3999: Employee Benefits Wilson Stem Class (.5 FTE)
Amount	\$10,000	\$28,544	\$28,544
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries Wilson Stem Class (.5 FTE)	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)

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Amount		\$60,058	\$60,058
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 4 sub days for PLC training	1000-1999: Certificated Personnel Salaries 4 sub days for PLC training
Amount		\$4,000	\$4,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Refreshments for PLC training	4000-4999: Books And Supplies Refreshments for PLC training
Amount		\$20,000	\$10,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Stipend for attending PLC training	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)

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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	\$10,000
Source	Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Tutoring	1000-1999: Certificated Personnel Salaries Wilson Tutoring
Amount	\$10,000	\$25,000	\$25,000
Source	Concentration	Supplemental and Concentration	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	\$199,683
Source	Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Wilson Intervention Teachers	1000-1999: Certificated Personnel Salaries Wilson Intervention Teachers
Amount	\$261,721	\$29,669	\$58,813
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Wilson Intervention Teachers	3000-3999: Employee Benefits Wilson Intervention Teachers
Amount	\$14,324	\$101,124	\$101,124
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries McKinley Intervention Teachers	1000-1999: Certificated Personnel Salaries McKinley Intervention Teachers
Amount	\$14,324	\$33,856	\$33,856
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits McKinley Intervention Teachers	3000-3999: Employee Benefits McKinley Intervention Teachers
Amount	\$99,765	\$209,594	\$209,594
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Sycamore Intervention Teachers	1000-1999: Certificated Personnel Salaries Sycamore Intervention Teachers
Amount	\$25,000	\$73,538	\$73,538
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Sycamore Intervention Teachers	3000-3999: Employee Benefits Sycamore Intervention Teachers

Amount	\$25,000	\$350,693	\$350,693
Source	Supplemental	Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Title I Intervention Staff	1000-1999: Certificated Personnel Salaries Title I Intervention Staff
Amount	\$25,000	\$118,788	\$118,788
Source		Title I	Title I
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits Title I Intervention Staff	3000-3999: Employee Benefits Title I Intervention Staff
Amount		\$95,855	\$95,855
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries K-5 Intervention Teacher	1000-1999: Certificated Personnel Salaries K-5 Intervention Teacher
Amount		\$29,244	\$29,244
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits K-5 Intervention Teacher	3000-3999: Employee Benefits K-5 Intervention Teacher
Amount		\$116,685	\$116,685
Source		Supplemental and Concentration	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: Certificated Personnel Salaries Wilson PE Teachers (extra certificated support for teachers to increase intervention services to students)

Amount		\$37,020	\$37,020
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Wilson PE Teachers (extra certificated support for teachers to increase intervention services to students)	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

2017-18 Actions/Services

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

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

New Action

2018-19 Actions/Services

Attract and retain high-quality teachers

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

Unchanged Action

2019-20 Actions/Services

Attract and retain high-quality teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,581,369	\$8,742,906
Source	Not Applicable	Base	Base
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries Certificated salaries	1000-1999: Certificated Personnel Salaries Certificated salaries
Amount		\$3,047,985	\$3,047,985
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits

Action 14

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

New Action

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

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

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

Modified Action

2019-20 Actions/Services

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

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

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	\$20,000
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures Curricular support	5000-5999: Services And Other Operating Expenditures Curricular Support

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

New Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Monitor progress of English Learners and Reclassified students biannually.

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

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.

Advisory, ELAC/DELAC, and site parent meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$1,000	\$1,000
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	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 2017-18. See the Annual Update for more information.	Purchase supplemental materials for English Learners	Purchase supplemental materials for English Learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$14,010	\$14,010
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)

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

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	\$10,000
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	\$4,000
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

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

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Specialized ELD instruction for LTELs in grades 6-12.

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

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	\$26,531
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sycamore Staffing	1000-1999: Certificated Personnel Salaries Sycamore Staffing	1000-1999: Certificated Personnel Salaries Sycamore Staffing
Amount	\$5,442	\$8,134	\$8,134
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies GHS Materials	3000-3999: Employee Benefits Sycamore Staffing	3000-3999: Employee Benefits Sycamore Staffing
Amount	\$121	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
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	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures GHS Training	1000-1999: Certificated Personnel Salaries Subs for staff training	1000-1999: Certificated Personnel Salaries 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: **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

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).

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

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).

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$2,621,600.00

Percentage to Increase or Improve Services

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.

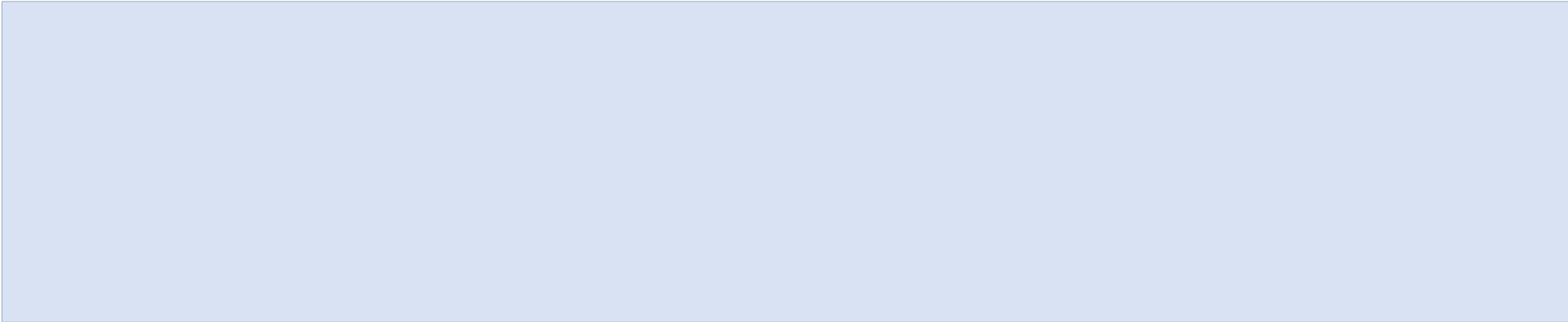
To help improve the academic success for our low-income students, we are maintaining a small class size ratio (24:1) in grades K-3 (Action 4.3). Research from Mathis, 2016, shows that smaller class sizes can be especially beneficial for pupils from low-income homes. Even though this strategy is principally 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.

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

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



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,611,481.00	2,562,670.00	2,615,805.00	15,670,314.00	16,091,950.00	34,378,069.00
	0.00	0.00	39,324.00	0.00	0.00	39,324.00
Base	556,403.00	0.00	100,300.00	11,629,354.00	11,890,891.00	23,620,545.00
Concentration	67,726.00	0.00	63,707.00	0.00	0.00	63,707.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	1,590,660.00	44,974.00	766,810.00	0.00	0.00	766,810.00
Supplemental and Concentration	396,692.00	2,517,696.00	1,645,664.00	3,503,648.00	3,663,747.00	8,813,059.00
Title I	0.00	0.00	0.00	508,302.00	508,302.00	1,016,604.00
Title III	0.00	0.00	0.00	29,010.00	29,010.00	58,020.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,611,481.00	2,562,670.00	2,615,805.00	15,670,314.00	16,091,950.00	34,378,069.00
	0.00	0.00	161,000.00	0.00	0.00	161,000.00
0001-0999: Unrestricted: Locally Defined	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
1000-1999: Certificated Personnel Salaries	0.00	1,559,284.00	1,545,608.00	10,527,719.00	10,855,211.00	22,928,538.00
2000-2999: Classified Personnel Salaries	1,526,284.00	199,047.00	105,547.00	386,733.00	386,733.00	879,013.00
3000-3999: Employee Benefits	216,547.00	0.00	0.00	3,724,249.00	3,753,393.00	7,477,642.00
4000-4999: Books And Supplies	0.00	553,576.00	589,576.00	688,525.00	753,525.00	2,031,626.00
5000-5999: Services And Other Operating Expenditures	617,576.00	240,763.00	179,574.00	343,088.00	343,088.00	865,750.00
5800: Professional/Consulting Services And Operating Expenditures	206,574.00	10,000.00	30,000.00	0.00	0.00	30,000.00
Not Applicable	40,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,611,481.00	2,562,670.00	2,615,805.00	15,670,314.00	16,091,950.00	34,378,069.00
		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	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
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	0.00	0.00	0.00	8,581,369.00	8,742,906.00	17,324,275.00
1000-1999: Certificated Personnel Salaries	Concentration	366,528.00	0.00	59,934.00	0.00	0.00	59,934.00
1000-1999: Certificated Personnel Salaries	Supplemental	59,934.00	19,974.00	400,810.00	0.00	0.00	400,810.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	831,617.00	1,539,310.00	1,070,540.00	1,591,657.00	1,757,612.00	4,419,809.00
1000-1999: Certificated Personnel Salaries	Title I	268,205.00	0.00	0.00	350,693.00	350,693.00	701,386.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	4,000.00	4,000.00	8,000.00
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	Supplemental and Concentration	3,773.00	199,047.00	101,774.00	386,733.00	386,733.00	875,240.00
3000-3999: Employee Benefits	Base	195,274.00	0.00	0.00	3,047,985.00	3,047,985.00	6,095,970.00
3000-3999: Employee Benefits	Supplemental and Concentration	17,500.00	0.00	0.00	557,476.00	586,620.00	1,144,096.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	118,788.00	118,788.00	237,576.00
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	100,000.00	200,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	0.00	25,000.00	298,000.00	0.00	0.00	298,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	116,575.00	528,576.00	166,576.00	636,282.00	601,282.00	1,404,140.00
4000-4999: Books And Supplies	Title I	3,000.00	0.00	0.00	37,233.00	37,233.00	74,466.00
4000-4999: Books And Supplies	Title III	424,819.00	0.00	0.00	15,010.00	15,010.00	30,020.00
5000-5999: Services And Other Operating Expenditures	Base	73,182.00	0.00	300.00	0.00	0.00	300.00
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	0.00	240,763.00	136,274.00	331,500.00	331,500.00	799,274.00
5000-5999: Services And Other Operating Expenditures	Title I	43,300.00	0.00	0.00	1,588.00	1,588.00	3,176.00
5000-5999: Services And Other Operating Expenditures	Title III	1,019.00	0.00	0.00	10,000.00	10,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	124,450.00	10,000.00	30,000.00	0.00	0.00	30,000.00
Not Applicable	Not Applicable	37,805.00	0.00	0.00	0.00	0.00	0.00
		30,000.00					
		10,000.00					

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	286,223.00	253,218.00	291,223.00	529,255.00	529,255.00	1,349,733.00
Goal 2	78,558.00	78,558.00	233,959.00	368,944.00	368,944.00	971,847.00
Goal 3	208,349.00	208,349.00	2,090,623.00	14,772,115.00	15,193,751.00	32,056,489.00
Goal 4	2,038,351.00	2,022,545.00	0.00	0.00	0.00	0.00

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