

LCAP GOAL #1

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

Supports LCAP Priorities #1, #5, #6 & #8

➤ **Actions & Services**

1. Develop a local SARB to address behavior and attendance issues
2. Provide staff training in meeting the needs of trauma sensitive student
3. Implement district-wide positive behavior supports for all students
4. All students will have access to physical and mental health counseling supports
5. All students will have access to health support services
6. Continue subscription to Attention to Attendance program to improve district-wide attendance rates and reduce chronic absentee rates
7. All sites will annually evaluate the condition of facilities
8. Students in grades 5, 7, and 9 will participate in the Physical Fitness Test
9. Maintain safety and security at all sites
10. All parents will have access to parenting classes that support district initiatives
11. Provide training and collaboration opportunities for counseling staff in order to effectively support the socio-emotional needs of all students

➤ **Expected Annual Measurable Outcomes**

- Priority 1: Facilities Inspection Tool (FIT) at all schools indicates "acceptable"
- Priority 5: Maintain overall attendance rate above 95% at all sites
- Priority 5: The number of students district-wide who are identified as Chronic Absentees will be below the state average (currently at 10.8% for 16/17)
- Priority 6: Maintain or increase baseline data from The California Healthy Kids Survey (CHKS) as it relates to student safety and school connectedness..
- Priority 6: Decrease suspension rates at all sites
- Priority 6: Maintain expulsion rate below 1%
- Priority 8: 75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test

LCAP GOAL #2

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

Supports LCAP Priorities #3, #4, #5, #7, & #8

➤ **Actions & Services**

1. Complete Health Sciences Pathway with addition of Capstone Course (GHS)
2. Provide for on site college entrance testing at minimal or no cost to students.
3. Provide remedial literacy support and math support classes at GHS
4. Support CTE Pathways sustainability
5. Implement career exploration and career counseling at Alt. Ed.
6. Continue credit recovery options using Cyber High (GHS) and Odysseyware (Alt Ed).
7. Continue implementation of AVID at Sycamore
8. Provide college and career information nights (GHS/Alt. Ed)
9. Provide additional AP classes for students
10. Provide a year-long geography class for all 9th grade students
11. Provide an additional Spanish teacher at Gridley High School

➤ **Expected Annual Measurable Outcomes**

- Priority 3: Raise parent attendance at college and career nights by 10% over previous year
- Priority 4: 48% of students will complete A-G requirements
- Priority 4: Maintain 11th grade CAASPP scores above state average in ELA and Math
- Priority 4: Increase the number of students enrolled in AP courses and increase the AP assessment passing rate
- Priority 4: Increase the number of students who take the SAT/ACT
- Priority 4: Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard
- Priority 5: Middle School dropout rate will be 1.5% or below
- Priority 5: High School dropout rate will be 4.5% or below
- Priority 5: High School graduation rate will be 91% or higher
- Priority 7: Increase the number of students enrolled in IM 1 or IM2 in 9th grade
- Priority 7: 28 or fewer GHS students will be 20 or more credits deficient
- Priority 8: CTE Pathway completion will increase each year

LCAP GOAL #3

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

Supports LCAP Priorities #1, #2, #3, & #4

➤ **Actions & Services**

1. Textbook purchases for History/Social Studies for grades 6-12
2. Identify essential standards and common assessments through district-wide collaboration
3. Maintain class size reduction in grades K-3 of 24:1
4. Provide instructional aide support to K-3 classrooms
5. Continue to train all teachers and implement a CCSS aligned curriculum in every district classroom K-12
6. Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system
7. Provide Library/Media Services and Technical Support at sites
8. Provide district coordination for a consistent Common Core aligned instructional program and support for technology integration (1 TOSA, 1 Curriculum Coordinator)
9. Ensure student access to emerging technologies
10. Provide enrichment opportunities for all students across all grade levels and explore opportunities for Music, Arts, and PE
11. Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and providing professional development
12. Provide intervention support
13. Attract and retain high-quality teachers
14. Monitor appropriate credentialing and assignments for all teachers (district-wide)
15. Begin implementation and support of NGSS at all sites through professional development and curricular support.
16. Monitor progress of English Learners and Reclassified students bi-annually
17. Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC, DELAC, and site parent meetings
18. Purchase supplemental materials for English Learners
19. Train staff on ELA/ELD frameworks to fully implement Designated and Integrated ELD instruction

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

➤ **Expected Annual Measurable Outcomes**

- Priority 1: 100% of teachers are fully and appropriately credentialed
- Priority 1: All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements
- Priority 2: Increase the implementation of state standards in ELA, Mathematics, Science, and Social Studies based on staff self reflection of the standards implementation matrix
- Priority 3: Increase or maintain opportunities for parent involvement and stakeholder engagement
- Priority 4: Decrease the number of students district-wide who are identified as LTELs to below the state average (currently at 9.7% for 16/17)
- Priority 4: 85% of English Learners will move towards proficiency in English, as evidenced by moving up one level on the ELPAC or being reclassified
- Priority 4: Increase the percentage of 1st grade students reading at grade level as measured by district benchmark assessments (BPST, Running Records)
- Priority 4: The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3
- Priority 4: 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: 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: The average distance from level 3 in math for students in grades 6-8 will be no more than 60 points below level 3