

# Local Control Accountability Plan and Annual Update (LCAP Template)

LCAP Year    2017-18    2018-19    2019-20

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.] 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.

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## 2017-20 Plan Summary

### THE STORY

Briefly 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 2000 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 socioeconomic households (65%) and approximately 30% English Language Learners. The GUSD School board has established five goals for the period of 2015-2018:

#### 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

## Safe and Supportive Learning Environment

Establish and implement a district wide Safe Schools Plan

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

Fiscal/Budget: Utilize district funding to support student achievement

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 2017-18 continues the 4 major goals set in previous LCAP versions, and includes 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 and staff training to better meet the needs of trauma sensitive students in order to improve their success in school and decrease district suspension rates. Addition of a .5 full time equivalent assistant principal at Willson Elementary to address discipline issues. Implementation of a district School Attendance Review Board (SARB) to address chronically absent students. Elimination of the Director of Curriculum position, and the addition of a district Teacher on Special Assignment position. Establishing a \$100,000 per year set aside for textbook purchase in anticipation of the upcoming Social Studies and Science adoptions. Providing \$20,000 to support the district wide music program with instruments and materials. Supporting the Career Technical Education (CTE) pathways with additional funding and adding a new Health Sciences pathway for the 2017-18 school year. Gridley High School is increasing the A-G course offerings.

### 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 Green on the state dashboard. The English Learner program at Sycamore was very successful, ranking in the Blue category with 88.7% of students increasing a level or reclassifying. Gridley High school English Learner program ranked Green (72.7%) Wilson grades 3-5 ranked Green on both ELA (3.7 points above level 3) and Math (14.4 points below level 3) on average on the CAASPP state tests. Suspension rates at Sycamore Middle School ranked Green (7%) for all students.

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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 district wide are in the Orange category (4.8% for the 2013-14 school year). Suspension rates at Wilson Elementary were in the Red category, with socioeconomically disadvantaged and white categories the highest.

English Learner progress for the 2014-15 school year indicated that McKinley was in the Red category with 66.7% of English Learners increasing one or more levels on CELDT. This was below the district wide rate of Green (74.4%) and significantly lower than Sycamore Middle School who scored in the Blue zone (88.7%).

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**

The Special Education student group scored in the Red category in both ELA and Math on the CAASPP compared to an overall district rating of Yellow. At Sycamore, math scores for the White student group were in the Orange zone, while all students, English Learners, Disadvantaged and Hispanic students score in the Yellow zone. It is significant to note that this data is from the 2015-16 school year. Adjustments were made in math instruction at Sycamore during the 2016-17 school year, and progress on this indicator should be expected with the next CAASPP.

Graduation rates district wide showed differences between student groups. White students ranked in the Green zone (90.9%), while other groups ranked in the Orange zone. The graduation rates for English Learners (78.1%), Socioeconomically Disadvantaged (85.9%) and Hispanic students (87.7%) were lower than those for the overall student population (89.3%). To decrease this gap, additional support programs are proposed for the high school. These programs are indicated in Goal 3.

**INCREASED OR IMPROVED SERVICES**

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.

In addition to general service improvements, services targeted to low income pupils, foster youth and English learners include additional intervention classes, after school tutoring, 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 budget year 2017-18 is 17.91%. This proportionality percentage will be met in the budget year by continuing existing services (counseling, intervention programs, certificated/classified personnel, materials/supplies, and services, and professional development). Additionally the 2017-18 plans to provide for increased or improved services for these pupils include additional counseling time, adding intervention services, purchase of additional support materials and additional professional development in the area of trauma sensitivity and Common Core.

**BUDGET SUMMARY**

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$ 22,983,161.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 2,611,481.00

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 \$19,915,369 . 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 teachers, administration, and maintenance. 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 our website in which our SACS budget documents are posted.

\$ 18,288,097.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 1</b>	All students will have a safe and supportive school culture, climate, and learning environment that encourage physical, mental and emotional health.
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State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Raise parent involvement through increasing participation of all parents including those of students with exceptional needs in PTA, Parent Club, School Site Council, and English Learner Advisory Committee by 10% above previous year at all sites.
Raise parent attendance at college and career nights and activities by 10% above previous year
Decrease the number of students district-wide who are identified as Chronic Absentees (10% or more missed) by 20 percent at every school site (compared to the 2014/15 rate).
Decrease discipline referrals by 25% across the district compared to 2014/15. Maintain suspension rates below 7% and expulsion rates below 1%.

### ACTUAL

District wide parent participation in PTA, Parent Club, School Site Council and English Learner Advisory Committees was 5.1% of the total parent population. This rate does not accurately reflect all parent participation, and next year there will be improved efforts to accurately collect data for this outcome.
Parent attendance at college and career nights was 10.5% as measured by sign in sheets.
District Wide the Chronic Absentee rate was decreased to 9.81% for the 2015-16 school year. A decrease from 31% for the 2014-15 school year.
Suspension rates were maintained below 7%, however the state criteria requires a lower suspension rate. For the 2013-14 year (last reported) on the data dashboard, the district suspension rate was 4.8% which is in the "High" category. Rates at individual sites are as follows: McKinley: Green (0.5%), Wilson Red (3.6%), Sycamore Green (7%), Gridley High School Yellow (6.3%). Note that the rating system varies depending on the gradespan of the

All teachers are fully and appropriately credentialed	school.
Maintain overall attendance percentage above 93% at all school sites.	All teachers continue to be fully and appropriately credentialed. District wide attendance remains at 93.5% for the 2015-16 school year.
Maintain all schools at or above the "acceptable" level as measured by the Facilities Inspection Tool.	All schools met the "acceptable" level as measured by the Facilities Inspection Tool.

**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**

Actions/Services	<b>PLANNED</b> Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	<b>ACTUAL</b> The Attention to Attendance program was continued and implemented at all school sites.
	<b>BUDGETED</b> Attention 2 Attendance program subscription Funding Sources: LCFF Supplemental (0000) - \$22,805.00	<b>ESTIMATED ACTUAL</b> Attention 2 Attendance subscription LCFF Base - \$19,300.00

Action **2**

Actions/Services	<b>PLANNED</b> Provide Health Support Services	<b>ACTUAL</b> Health aides were provided.
	<b>BUDGETED</b> Health Support Aides Funding Sources: LCFF Supplemental (0000) - \$49,394.00	<b>ESTIMATED ACTUAL</b> Health Aide Salaries LCFF Base - \$50,704.00

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p>Implementation of school-wide positive, behavior, intervention, and support program (PBIS platform) for both academics and behavior that includes learning supports for all students.</p>	<p><b>ACTUAL</b></p> <p>PBIS was implemented school wide at Sycamore and Alt Ed.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>ESP: Software/license renewal Funding Sources: LCFF Supplemental (0000) - \$2,200.00</p> <p>GHS: Campus Supervisors Funding Sources: LCFF Supplemental (0000) - \$63,800.00</p> <p>Materials/Supplies Willson: \$3000 Sycamore: \$7000 Funding Sources: LCFF Supplemental (0000) - \$10,000.00</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Software license Esperanza LCFF Base - \$2,200.00</p> <p>Salaries and Benefits for Campus Supervisor LCFF Base - \$63,850.00</p> <p>Materials and Supplies for positive student support LCFF Base - \$9,850.00</p>

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide mental health counseling supports to all students. Wilson .16 fte Sycamore Counseling .75 fte Gridley High: Group Counseling 2 days per month Alt ED: \$3600 4 Hours per month</p>	<p><b>ACTUAL</b></p> <p>Mental Health professionals were hired to support Wilson and Sycamore. Additional group counseling was provided at GHS and Alt Ed.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Wilson .16 fte Sycamore .75 fte GHS: Additional Group Counseling, Alt Ed: Additional Counseling Funding Sources: LCFF Supplemental (0000) - \$71,285.00</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Salary for Counseling LCFF Base - \$71,285.00</p>

ANALYSIS

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 Attention 2 Attendance program was implemented to decrease the chronic absence rate.  
Mental Health counselors were provided as planned  
Health aides were provided at all campuses.  
PBIS programs were implemented at Sycamore and Alternative Education.

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

Suspension data: McKinley; Green; Wilson; Red; Sycamore; Green; Gridley High; Yellow.  
All teachers were appropriately credentialed and assigned.  
All schools met the "acceptable" status rating on the Facilities Inspection Report.  
All students had adequate materials/textbooks aligned to the State Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and Estimated actual expenditures are within narrow margins of each other. There are no material differences.

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.

Additional programs will be implemented to decrease the suspension rate.....  
Provide additional counseling (.5 fte) to support Wilson and McKinley, Parenting Classes, Second Step program, SARB Board.  
Add a Part time Assistant Principal (.50) at Wilson Elementary (Not LCAP funded)  
District wide:  
Staff training: trauma sensitive students (District wide)  
California Healthy Kids Survey (CHKS) data was completed in February 2017 and will be available for future years.  
Health aide services will be decreased to 2 days/week at Gridley High School due to a lack of need.

**Annual Update**

**LCAP Year Reviewed: 2016-17**

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

<b>Goal 2</b>	ALL English Learners will move towards proficiency in English.
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State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

85% of English Learners increase one proficiency level on CELDT or ELPAC.

Increase the % of students reaching English Proficiency in less than 5 years by 15% when compared to 2014/15.

Decrease the percentage of ELL students at risk of, or categorized as Long Term English Learners.

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

**ACTUAL**

The data dashboard indicates that District Wide 74.4% of students moved a level or reclassified during the 2014/15 school year. This was an increase of 6.2% over the previous year.

During the 2014/15 school year, 46% of English Learner students reached proficiency in English within 5 years. For the 2015/16 school year, that percentage increased to 53%.

Of the 778 students who were ever - English learners in Gridley, 435 have been reclassified, 43 have been in the district 4-5 years and are at risk of becoming LTEL, 56 have been in the district 6 or more years and are classified as LTEL.

For the 2016/17 school year the district completed the adoption process and purchased new CCSS aligned English Language Arts materials for all students in grades K-8.

**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**

<p>Actions/Services</p>	<p><b>PLANNED</b> Train staff to utilize new ELA/ELD curriculum. Fully implement new ELA/ELD curriculum K-8.</p>	<p><b>ACTUAL</b> Training was provided for each of the new adoption programs and included all teachers grades K-8.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Alt Ed materials Funding Sources: LCFF Supplemental (0000) - \$171.00 Training costs/subs Wilson: 13090 District: 25000 Funding Sources: LCFF Supplemental (0000) - \$38,090.00</p>	<p><b>ESTIMATED ACTUAL</b> Alt Ed materials for ELD LCFF S/C - \$171.00 District: Wonders training \$2500, Language Live Training \$2500, Kinsella training, Benchmark training, site training costs LCFF S/C - \$32,500.00</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> Specialized ELD instruction for LTELs in grades 6-12 Implement Language! Program (Sycamore) GHS: Purchase ELD materials/ Training Alt Ed: Materials/Training</p>	<p><b>ACTUAL</b> Language Live training was provided and the program was fully implemented at Sycamore. Multiple training sessions related to these new materials were provided. In addition, the Sycamore ELA/ELD teachers are participating in a vocabulary development training with Dr. Kate Kinsella.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Alt Ed; Materials/Supplies Funding Sources: LCFF Supplemental (0000) - \$171.00 District: Training costs Funding Sources: LCFF Supplemental (0000) - \$13,000.00 GHS Materials/Training Funding Sources: LCFF Supplemental (0000) - \$5,442.00</p>	<p><b>ESTIMATED ACTUAL</b> Alt/Ed materials/Supplies LCFF S/C - \$171.00 Training costs for Language Live and Study Sync LCFF S/C - \$12,000.00 materials for ELD (Language Live) at GHS LCFF S/C - \$5,300.00</p>

Action

### 3

Actions/Services

**PLANNED**

Implement a research-based ELD program at least 30 minutes/day at every grade level for every ELL student.

**ACTUAL**

ELD was implemented for all students in grades 6-12 by setting aside a specific class period for ELD instruction and purchasing materials aligned to the new ELD standards. ELD instruction in grades K-5 was implemented by the classroom teacher using the newly purchased Common Core aligned language arts materials.

Expenditures

**BUDGETED**

Training Costs  
Funding Sources: LCFF Supplemental (0000) - \$5,000.00

**ESTIMATED ACTUAL**

County ELD Specialist Training LCFF S/C - \$2,250.00

Action

### 4

Actions/Services

**PLANNED**

Balance classes for EL status, ethnicity and demographics.

**ACTUAL**

Class percentage of English Learners varied from 20% to 55% at the elementary level.

Expenditures

**BUDGETED**

No Cost  
Funding Sources: - \$0.00

**ESTIMATED ACTUAL**

no cost - \$0.00

#### ANALYSIS

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.

New Common Core aligned ELA/ELD materials were implemented for all students in grades K-8. Training was provided to all teachers specifically around the ELD materials. Special ELD classes were implemented in grades 6-8 to address the needs of Long Term English Learners (LTELs). This program uses the Language Live! Program. Teachers

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

received several days of training throughout the year in the use of this program. Language Live was implemented at GHS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

These actions were taken for the 2016-17 school year, which is not reflected in the state Data Dashboard (2014-15 data). During the year for which data is included on the Data Dashboard (2014/15), District wide 74.4% of students increased one level of English or were Reclassified during the previous school year. On a site basis the results were: McKinley Red (66.7%); Wilson, Green (72.7%), Sycamore, Blue (88.7%), Gridley High School Green (72.7%). English Learner progress at McKinley is a concern, and will be addressed in the 2017-18 LCAP.

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

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

Based on an analysis of the 2015-16 data and the fact that new ELA/ELD programs were implemented for the 2016-17 school year, no changes are anticipated for the 2017-18 school year.

**Annual Update**

LCAP Year Reviewed: 2016-17

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

<p><b>Goal</b> <b>3</b></p>	<p>All students will graduate from high school ready for College or Career</p>
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State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

<p>95% of students will graduate from high school</p>
<p>45% of students will complete A-G requirements prior to graduation.</p>
<p>Increase EAP Pass rates for Juniors and SAT/ACT for Juniors and Seniors</p>

**ACTUAL**

<p>According to the data dashboard, 89.3% of students graduated from high school in 2013-14 (the last year for which data is available). For the four major subgroups of students the data indicates: English Learners Orange (78.1%), Socioeconomically Disadvantaged, Orange (85.9%), Hispanic Orange (87.7%) and White Green (90.9%). District data for 2015-16 indicates approximately 95% of students graduated.</p>
<p>For the 2015-16 school year 23% of graduating students completed all of the a-g requirements.</p>
<p>SAT scores for 2015-16. 49 students took the test, an increase from 36 students for the prior year. Student scores increased on the Math test, but decreased in the areas of Reading and Writing.</p> <p>For the 2015-16 school year, 67% of students were college ready based on</p>

Increase the percentage of students prepared for Integrated Math 1 in eighth grade.	EAP results in English. 42% were college ready based on EAP results in Math.  For the 2014-15 school year in English; 35% and 31% in Math.  End of year data is not yet available for this metric.
Increase the percentage of students enrolled in AP courses and increase the AP assessment passing rate.	In 2014-15, 82 tests were taken. This was a 41% pass rate. For the 2015-16 school year, 123 tests were taken. 59% of students scored a 3 or higher. The increase in number of tests taken is related to AP Geography and AP statistics being added to the course offerings.
Maintain the Middle School Drop out rate at less than 2 percent	The middle school drop out rate was maintained at less than 2 percent. Maintain the High School Drop out rate at less than 5%.
CTE course enrollment and completion will increase each year.	CTE pathways include Animal/Plant/Science; Multimedia Arts; Welding/Joint Forming and a new Health Sciences Pathway. Students will declare a pathway through the scheduling/counseling process.
Decrease the number of students who are credit deficient.	For the 2014-15 school year, 34 students wer at least 20 credits deficient. For the 2015-16 school year, 28 students were 20 or more credits deficient.

**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**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	Integrated math will be implemented for entering 9th and 10th grade students. One level will be added each year until all four levels are in place.	Integrated math for grades 9 and 10 was implemented.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	Integrated Math III textbook purchase Funding Sources: LCFF Supplemental (0000) - \$28,000.00	Textbook purchases for Integrated Math. LCFF Base - \$26,500.00

Action

## 2

Actions/Services

### PLANNED

Continue credit recovery options using Cyberhigh (GHS) and Odysseyware (Alt Ed). Implement College and Career readiness and Anchor standards.

### ACTUAL

Cyberhigh (GHS) and Odysseyware (Alt.Ed) were both continued during the 2016-17 school year.

Expenditures

### BUDGETED

Cyberhigh & Odysseyware  
Funding Sources: LCFF Supplemental (0000) - \$28,500.00  
Alt Ed: Speaker's Bureau/Field trips  
Funding Sources: LCFF Concentration (0000) - \$1,650.00

### ESTIMATED ACTUAL

Cyberhigh and Odysseyware subscriptions LCFF Base - \$28,500.00  
Alt Ed Field trips and Speakers LCFF Base - \$1,650.00

Action

## 3

Actions/Services

### PLANNED

Implement AVID at Sycamore and GHS.  
GHS: Avid fees for Training/materials \$14652, Salary for 1 class per day \$18582  
Sycamore: AVID Fees for Training \$7000

### ACTUAL

AVID was implemented at Sycamore.

Expenditures

### BUDGETED

Training/materials  
Funding Sources: LCFF Supplemental (0000) - \$14,652.00  
Salary for 1 period per day  
Funding Sources: LCFF Supplemental (0000) - \$18,582.00  
Training Costs  
Funding Sources: LCFF Supplemental (0000) - \$7,000.00

### ESTIMATED ACTUAL

Sycamore AVID costs LCFF Base - \$12,687.00  
Salary for AVID teacher period per day LCFF Base - \$18,582.00  
AVID training costs LCFF Base - \$7,000.00

### ANALYSIS

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. Odysseyware and Cyber high subscriptions were used to provide credit recovery for high school students who were credit deficient. Integrated Math II was implemented at Gridley High School. AVID was implemented at Sycamore.

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

The number of credit deficient students was decreased. The numbers of students completing all a-g requirements is increasing. EAP pass rates increased over the previous year. The actions and services provided are having the desired effect.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were 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.

Increase the number of a-g courses offered. Certify additional CTE courses as a-g compliant. Provide additional supports to assist students in completing a-g courses. A Health Sciences pathway will be added which will emphasize Certified Nursing Assistant. This pathway will be a-g compliant. Current pathway courses will be compliant with CALPADs coding to ensure correct reporting.

**Annual Update**

**LCAP Year Reviewed: 2016-17**

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

<b>Goal 4</b>	All students will achieve proficiency in core subject areas (ELA, Math, Science, Social Studies)
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State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

Increase the percentage of students reading at grade level by 15% the end of first grade as compared to the 2013/14 school year as measured by AIMSWEB.

Increase the percentage of students reading at grade level by the end of third grade by 15% as compared to the 2013/14 school year as measured by AIMSWEB and local assessments.

Increase the percentage of students understanding Common Core ELA/Reading concepts by the end of 8th grade from 42% to 50% as

**ACTUAL**

Data is not yet available for the end of the 2016-17 school year. End of 2015-16 AIMSWEB data indicates that 88% of first grade students read fluently at the "Average" or "Above average" range.

End of year data for third grade are not yet available. As of the winter benchmark, 76% of third grade students are reading fluently in the "Average" or "Above Average" category, compared to 73.2% in the 2014-15 school year.

SBAC scores indicated for the 2015-16 school year that students in grades 3-8 scored 3.7 points below level 3 on ELA, which was an increase of 15.4 points over the previous year. In mathematics 14.4 points below level 3, which was an increase of 19.8 points over the 2014-15 school year.

End of year data is not yet available for the 2016-17 school year. Mid year iReady data indicates that 31% of 8th grade students are reading on grade

measured by iReady and SBAC (State assessment)	level. SBAC scores from 2015-16 showed that the average student scored 20.6 points below level 3 on the ELA assessment, which was an increase of 3.7 points over the 2014-15 school year.
By the end of twelfth grade increase the number of students understanding Common Core ELA/Math Concepts at grade level.	In Mathematics, the average student scored 58.5 points below level 3 on during the 2015-16 school year, which was an increase of 4.9 points over the 2014-15 school year.
Increase the percentage of students understanding Math Common Core standards at the end of fifth grade.	During the 2015-16 school year, 57% of students scored in the Met Standard range on the ELA SBAC test. 36 percent of students scored in the Met Standard range on the math SBAC test.
The percent of students demonstrating proficiency on grade level writing tasks in the areas of: Narrative, Informative and Opinion will increase by 10% annually.	End of fifth grade math data for the 2015-16 school year indicated that the average student scored 14.4 points below level 3, which was a 19.5 point increase over the previous year.
The Percentage of students demonstrating grade level proficiency on the Technology Standards (NETS) will increase annually.	Data was not collected on this metric.
	Data was not collected on this metric.

**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**

Actions/Services

PLANNED	ACTUAL
Increase student access to technology in order to learn 21st century skills.	Additional Chromebook Carts were purchased to bring all classes grades 2-12 to 1:1. 6 Chromebooks were provided for each 1st grade classroom to increase student opportunities to use technology. Training opportunities were provided for all district staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Wilson PD Travel/Conferences \$25000 Funding Sources: LCFF Supplemental (0000) - \$25,000.00 District: Technology purchases \$304,000 Sycamore: \$8,000. GHS: \$50,000. Wilson: \$20,000. Alt. Ed: \$3,000 Funding Sources: LCFF Supplemental (0000) - \$329,508.00 District: Tech Training Fees Funding Sources: LCFF Supplemental (0000) - \$20,000.00	Technology training/Conferences LCFF Base - \$20,000.00 Sycamore: Lego Robotics purchase; District Tech Purchases and subscriptions purchases.. LCFF S/C - \$320,859.00 iReady training. Level II GOOGLE Bootcamp. Training (AERIES, Illuminate, etc.) for district technicians. LCFF S/C - \$14,500.00

Action

2

Actions/Services

PLANNED	ACTUAL
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.	AIMSWEB continued to be used at Wilson. iReady was selected and purchased for implementation at McKinley, Wilson, Sycamore for all students in grades 1-8. At the high school level iReady was used with intervention students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
District: AIMSWEB Funding Sources: LCFF Supplemental (0000) - \$4,500.00 District: Purchase assesments Funding Sources: LCFF Supplemental (0000) - \$50,000.00	AIMSWEB. LCFF Base - \$4,050.00 iReady. LCFF Base - \$71,917.00

Action

3

Actions/Services

PLANNED	ACTUAL
Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration	Two coaches and the Director of Curriclum and Instruction were provided.
BUDGETED	ESTIMATED ACTUAL
2 Instructional Coaches	2 coaches salaries and benefits. LCFF Base - \$184,626.00

Expenditures

Funding Sources: LCFF Supplemental (0000) - \$179,028.00  
Director of C & I  
Funding Sources: LCFF Supplemental (0000) - \$154,000.00  
Coaches Training  
Funding Sources: LCFF Supplemental (0000) - \$10,000.00

Salary and Benefits. LCFF Base - \$161,284.00  
training costs. LCFF Base - \$1,705.00

Action

4

Actions/Services

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

**ACTUAL**  
Two additional teachers were funded for grades K-3, reducing class size below 24:1.

Expenditures

**BUDGETED**  
2 teaching positions in primary grades  
Funding Sources: LCFF Supplemental (0000) - \$140,000.00

**ESTIMATED ACTUAL**  
Certificated salaries and benefits LCFF Base - \$145,000.00

Action

5

Actions/Services

**PLANNED**  
Support Leadership Teams (PLC) at all school sites.

**ACTUAL**  
Stipend positions were funded to support Leadership Teams at all school sites.

Expenditures

**BUDGETED**  
Salaries for Leadership Team members  
Funding Sources: LCFF Supplemental (0000) - \$28,500.00

**ESTIMATED ACTUAL**  
Certificated salaries and benefits LCFF Base - \$36,103.00

Action

6

Actions/Services

**PLANNED**  
Provide instructional aide support to K-3 Classrooms.

**ACTUAL**  
Provided instructional aide support to K-3 Classrooms.

Expenditures

**BUDGETED**  
 MCKinley: \$53,533 Wilson:\$ 26,745  
 Funding Sources: LCFF Supplemental (0000) - \$80,278.00  
 Title I Salary overage transfer (Instructional Aide Costs)  
 Funding Sources: LCFF Supplemental (0000) - \$218,376.00

**ESTIMATED ACTUAL**  
 Instructional Aide Salaries for McKinley and Wilson LCFF Base - \$80,278.00  
 Title I Salary Overage LCFF Base - \$221,340.00

Action

7

Actions/Services

**PLANNED**  
 Train all teachers and Implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12. Provide technology training opportunities. District: PD \$30000 Wilson Substitutes for PD \$6529 Alt Ed: Summer PD workshop \$2500 GHS: PD Release for Unit/Lesson development: \$10000 GHS: Universal Design for Learning PD \$10000 GHS: Tech Conferences \$10000

**ACTUAL**  
 Wilson: \$25,000 was budgeted for PD. actually spent \$10,000 and rolled \$15,000 to technology training/purchases and Curriculum purchases.  
 ALt Ed summer institute: 1690.68 and allocated balance to conferences  
 GHS: Math release days for unit development were provided. \$20,000. Learning by design is scheduled for summer 2017. Expense: \$23,000.

Expenditures

**BUDGETED**  
 Training/Release time for Planning  
 Funding Sources: LCFF Supplemental (0000) - \$69,029.00

**ESTIMATED ACTUAL**  
 Release time for teachers and training costs. LCFF Base - \$54,029.00

Action

8

Actions/Services

**PLANNED**  
 Provide Intervention support:Sycamore: Intervention Teachers ( \$275505) and Aide support(44822): \$320,387 McKinley: Intervention Teachers: \$157,396 Wilson: After School Academy: \$44,672 Wilson: STEM Teacher: \$98,454

**ACTUAL**  
 Intervention programs were provided as planned. Wilson: After school academy \$44,672. Stem Teacher was provided as allocated.

<p>GHS: 1 period of Math support \$13,393 GHS: Tutors: \$3770 GHS: After school academy: \$ 10,000</p>	<p>McKinley: 2 Reading Intervention Teachers \$157,396. GHS: Math support was provided as budgeted.</p>
<p><b>BUDGETED</b> Salaries Funding Sources: LCFF Supplemental (0000) - \$648,072.00</p>	<p><b>ESTIMATED ACTUAL</b> Salaries. LCFF S/C - \$650,754.00</p>

Expenditures

Action

# 9

<p><b>PLANNED</b> Provide enrichment opportunities for all students across all grade levels and explore opportunities for music, arts and PE.</p>	<p><b>ACTUAL</b> Arts enrichment was provided at all school sites.</p>
<p><b>BUDGETED</b> GHS: Materials/Supplies Funding Sources: LCFF Supplemental (0000) - \$25,442.00 Sycamore: Materials/Supplies Funding Sources: LCFF Supplemental (0000) - \$2,346.00 Wilson: Materials/Supplies/Performances Funding Sources: LCFF Supplemental (0000) - \$40,000.00 MCK: Materials/Supplies Funding Sources: LCFF Supplemental (0000) - \$10,000.00 PE Teachers: Wilson Funding Sources: LCFF Supplemental (0000) - \$138,473.00</p>	<p><b>ESTIMATED ACTUAL</b> Gridley High materials and supplies. LCFF S/C - \$24,500.00 Materials/supplies for Sycamore. LCFF S/C - \$2,346.00 Materials/Supplies/Performances. LCFF S/C - \$40,000.00 Supplies LCFF S/C - \$10,000.00 Salaries LCFF S/c - \$138,473.00</p>

Actions/Services

Expenditures

Action

# 10

<p><b>PLANNED</b> Provide Library/Media Services and Technical support at Sites.</p>	<p><b>ACTUAL</b> Library/Media services and Technical support were provided at all sites.</p>
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Actions/Services

Expenditures

BUDGETED

Wilson Media/Library Clerk: \$36823 GHS Tech/Library Clerk: \$44287 District: 3 Computer technicians: \$206270 Sycamore: Library/Tech: \$17,816 Funding Sources: LCFF Supplemental (0000) - \$305,196.00

ESTIMATED ACTUAL

Salaries for Classified positions LCFF Base - \$312,150.00

ANALYSIS

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 implemented the actions and services as planned.

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

Data supports the need for ongoing staff training in the area of CCSS implementation. Data is not yet available to determine the effectiveness of the new ELA/ELD curriculums K-8 for the current school year. AIMSWEB and iReady data is not yet available for the end of the year to show effectiveness of the intervention programs at McKinley and Wilson. Students are showing progress towards the district's established goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

At Wilson elementary, unused training funds were shifted to technology purchases, which is also within this goal. Other Actual Expenditures match the Budget 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.

Alt Ed: Reducing Technology purchases. District Level: Eliminate the Director of Curriculum and Instruction position. Add a District Teacher on Special Assignment position. Add a District TOSA (.50)/Special Projects Coordinator (.50) position. Eliminate one Technical support position. Decrease the Technology hardware and subscription budget by \$100,000. Add \$100,000 for textbook adoption purchases. Provide \$20,000 to support the district wide music program. McKinley: Decrease budget for Instructional Aides by \$15,000.

# Stakeholder Engagement

LCAP Year	2017-18	2018-19	2019-20
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## 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 2016-17 LCAP Plan and making revisions for 2017-18, the Gridley Unified School District (GUSD) aimed to seek substantive and thoughtful input for all stages of plan development. The LCAP advisory committee formed during the 2014-15 school year is comprised of teachers, administrators and parents.

During 2016-17, the administrative team met on 3 occasions, March 6, March 20, and April 3 to complete the annual update and revise the LCAP based on the data that was reviewed.

Additional actions for 2017/18:

1. On April 24, 2017 the LCAP was reviewed with Gridley Teacher's Association leadership.
2. On May 4, 2017 the LCAP was reviewed with the CSEA leadership.
3. On April 27, 2017 the LCAP Advisory Committee was reconvened. Additional committee members were recruited to add to the original LCAP advisory committee. The following agenda items were addressed during this meeting:
  - a) Annual Update of Progress on Goals for the 2016-17 LCAP
  - b) Review of relevant achievement data which was used to modify goals and actions for the 2017-18 LCAP.
4. On May 9, 2017, the LCAP Advisory Committee met to review the draft actions for the 2017-18 LCAP and provide committee input. The 2017-18 LCAP was reviewed in depth. Questions were answered and input from the committee was gathered. The committee is composed of members of the Community, Parents, Teachers who are part of the Bargaining Unit, Classified Employee representatives and Administrators.
5. On May 22, 2017 the DELAC reviewed the LCAP plan and provided input.
6. On May 16, 2017 The LCAP was presented to student leadership at Gridley High School.
7. The LCAP was submitted for Public Hearing at the Gridley Unified School Board meeting on June 13, 2017.
8. The LCAP was submitted to the Gridley Unified School Board for approval on June 28, 2017.

## 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. The LCAP reflects an increase in counseling services for Wilson (.45 fte) and McKinley (.30 fte) which are new services for those sites. Consideration for additional counseling services will be made when funding becomes available.

# 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.

	New	Modified	Unchanged
<b>Goal 1</b>	All students will have a safe and supportive school culture, climate, and learning environment that encourage physical, mental and emotional health.		

<a href="#">State and/or Local Priorities Addressed by this goal:</a>	STATE	1	2	3	4	5	6	7	8
	COE	9	10						
	LOCAL								
<a href="#">Identified Need</a>	The needs identified were as follows: Chronic Absenteeism is affecting student academic achievement. During the 2015-16 school year, 149 students met the state definition of "chronic absentee" (over 10 absences per year). Suspension rates are higher than would be optimal, with schools rating in the Red and Orange performance category. (Wilson,3.5%; Sycamore 7%; Gridley High School .3%) The district serves a high number of trauma sensitive students, which is contributing to the suspension rate. Staff need training to address the needs of this student group.								

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CHKS SURvey	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	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	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	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

	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.	of overall engagement, violence, and drug use.	of overall engagement, violence, and drug use.	of overall engagement, violence, and drug use.
Expulsion Rates	Expulsion rates 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.
Parent engagement	Sign in sheets from College and Career activities indicate that 10% of parents attended an event on campus during the 2015-16 school year.	Raise parent attendance at college and career nights and activities by 10% above previous year	Raise parent attendance at college and career nights and activities by 10% above previous year	Raise parent attendance at college and career nights and activities by 10% above previous year
Suspension rates	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
Parent engagement	Sign in sheets from school site council, ELAC, DELAC.	Raise parent involvement through increasing participation of all parents including those of students with exceptional needs in, School Site Council, and	Raise parent involvement through increasing participation of all parents including those of students with exceptional needs in, School Site Council, and	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.	English Learner Advisory Committee and District English Learner Advisory Committee by 10% above previous year at all sites.	English Learner Advisory Committee and District English Learner Advisory Committee by 10% above previous year at all sites.
Basic conditions at schools	100 percent of teachers are fully and appropriately credentialed.	All teachers are fully and appropriately credentialed	All teachers are fully and appropriately credentialed	All teachers are fully and appropriately credentialed
Attendance Rates	Attendance rates 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.
Basic conditions at schools	FIT at all schools indicate "acceptable"	Maintain all schools at or above the "acceptable" level as measured by the Facilities Inspection Tool.	Maintain all schools at or above the "acceptable" level as measured by the Facilities Inspection Tool.	Maintain all schools at or above the "acceptable" level as measured by the Facilities Inspection Tool.
Chronic absenteeism	The chronic absentee rate for the 2015-16 school year was 9.91% district wide.	Decrease the number of students district-wide who are identified as Chronic Absentees to 9%.	Decrease the number of students district-wide who are identified as Chronic Absentees to 8.5%.	Decrease the number of students district-wide who are identified as Chronic Absentees to 8.0%.

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:	
<u>Students to be Served</u>	All Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools      Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<a href="#">Students to be Served</a>	English Learners    Foster Youth    Low Income		
<a href="#">Scope of Services</a>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)		
<a href="#">Location(s)</a>	All Schools    Specific Schools: _____ Specific Grade spans:		

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
District wide: Develop a Local SARB to address behavior and attendance issues.			District wide: Develop a Local SARB to address behavior and attendance issues.			District wide: Develop a Local SARB to address behavior and attendance issues.		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	17,500.00	<b>Amount</b>	17,500.00	<b>Amount</b>	17,500.00
<b>Source</b>	LCFF Base (0000) - 17,500.00	<b>Source</b>	LCFF Base (0000) - 17,500.00	<b>Source</b>	LCFF Base (0000) - 17,500.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

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 **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Provide Staff training in meeting the needs of trauma sensitive students (District wide). Wilson: \$20,000 training			Provide Staff training in meeting the needs of trauma sensitive students (District wide). Wilson: \$20,000 training			Provide Staff training in meeting the needs of trauma sensitive students (District wide). Wilson: \$20,000 training		

**BUDGETED EXPENDITURES**

**2017-18**

**Amount**

8,400.00

**Source**

LCFF Base (0000) - 8,400.00

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**2018-19**

**Amount**

8,400.00

**Source**

LCFF Base (0000) - 8,400.00

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**2019-20**

**Amount**

8,400.00

**Source**

LCFF Base (0000) - 8,400.00

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**2017-18**

**Amount**

20,000.00

**Source**

LCFF Base (0000) - 20,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

**Amount**

20,000.00

**Source**

LCFF Supplemental (0000) - 20,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**2019-20**

**Amount**

20,000.00

**Source**

LCFF Supplemental (0000) - 20,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**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

**3**

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

Students

<a href="#">to be Served</a>	All	Students with Disabilities	Specific Student Groups:
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____	Specific Grade spans:

**OR**

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

<a href="#">Students to be Served</a>	English Learners	Foster Youth	Low Income
<a href="#">Scope of Services</a>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____	Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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			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			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		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> 66,519.00	<b>Amount</b> 66,519.00	<b>Amount</b> 66,519.00

<b>Source</b>	LCFF Base (0000) - 66,519.00	<b>Source</b>	LCFF Supplemental (0000) - 66,519.00	<b>Source</b>	LCFF Supplemental (0000) - 66,519.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00
<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Supplemental (0000) - 10,000.00	<b>Source</b>	LCFF Supplemental (0000) - 10,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	6,454.00	<b>Amount</b>	6,454.00	<b>Amount</b>	6,454.00
<b>Source</b>	LCFF Base (0000) - 6,454.00	<b>Source</b>	LCFF Concentration (0000) - 6,454.00	<b>Source</b>	LCFF Concentration (0000) - 6,454.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies

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 **4**

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

Students to be Served

All Students with Disabilities Specific Student Groups:

Location(s)

All Schools Specific Schools: \_\_\_\_\_  
Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: \_\_\_\_\_  
Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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)			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)			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)		

**BUDGETED EXPENDITURES**

**2017-18**

**Amount**

5,000.00

**Source**

LCFF Supplemental (0000) -  
5,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2018-19**

**Amount**

52,545.00

**Source**

LCFF Supplemental (0000) -  
52,545.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2019-20**

**Amount**

52,545.00

**Source**

LCFF Supplemental (0000) -  
52,545.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2017-18**

**Amount**

2,000.00

**Source**

LCFF Supplemental (0000) -  
2,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2018-19**

**Amount**

5,000.00

**Source**

LCFF Supplemental (0000) -  
5,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2019-20**

**Amount**

5,000.00

**Source**

LCFF Supplemental (0000) -  
5,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2017-18**

**Amount**

52,545.00

**Source**

LCFF Base (0000) - 52,545.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2018-19**

**Amount**

2,000.00

**Source**

LCFF Supplemental (0000) -  
2,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**2019-20**

**Amount**

2,000.00

**Source**

LCFF Supplemental (0000) -  
2,000.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

2017-18	2018-19	2019-20			
<b>Amount</b>	35,000.00	<b>Amount</b>	35,000.00	<b>Amount</b>	35,000.00
<b>Source</b>	LCFF Base (0000) - 35,000.00	<b>Source</b>	LCFF Supplemental (0000) - 35,000.00	<b>Source</b>	LCFF Supplemental (0000) - 35,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

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 **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)

<u>Location(s)</u>	All Schools    Specific Schools: _____ Specific Grade spans:
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**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Provide Health Support Services			Provide Health Support Services			Provide Health Support Services		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00
<b>Source</b>	LCFF Base (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

**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 **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All    Students with Disabilities	Specific Student Groups:
	All Schools	Specific Schools: _____

[Location\(s\)](#) Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	English Learners    Foster Youth    Low Income
<a href="#">Scope of Services</a>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools    Specific Schools: _____ Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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**

2017-18	2018-19	2019-20
<b>Amount</b> 22,805.00	<b>Amount</b> 22,805.00	<b>Amount</b> 22,805.00
<b>Source</b> LCFF Supplemental (0000) - 22,805.00	<b>Source</b> LCFF Supplemental (0000) - 22,805.00	<b>Source</b> LCFF Supplemental (0000) - 22,805.00
5000-5999: Services And Other	5000-5999: Services And Other	5000-5999: Services And Other

**Budget  
Reference**

Operating Expenditures

**Budget  
Reference**

Operating Expenditures

**Budget  
Reference**

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.

	New	Modified	Unchanged
<b>Goal 2</b>	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	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

[Identified Need](#)

The Data dashboard indicates that for 2014-15 (the last year for which data is available), 74.4% of English learners district wide were progressing towards proficiency. There are some differences between school sites which need to be addressed. Students in grades K-1 show lower rates of progress. McKinley scored in the Red Performance Category with 66.7% of students making progress, a -16.7% decline from the previous year. At Wilson Elementary, the performance category was green, with 72.7% of students progressing, a 10.7% increase over the previous year. At Sycamore, the performance category was Blue, with 88.7% of students making progress, an 8.7% increase over the previous year. At Gridley High School, the performance category was Green, with 72.7% making progress, a 9.2% increase over the previous year. It is important to not that for the years last reported in this data, the district did not yet have Common Core Aligned ELD materials. Significant instructional improvements have been implemented after 2014-15.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Equal access to core classes	The AERIES English Learner Class Percentage Report for 2015-16 indicates that Class percentages of English	All Core classes will be balanced for English Language status. Decrease the difference between class	All Core classes will be balanced for English Language status. Decrease the difference in enrollments	All Core classes will be balanced for English Language status. Decrease the difference in enrollment

	Learners varied from 20% to 52%.	enrollments to less than 15%.	between classes to less than 10%.	to less than 5%.
LTEL Percentage	LTEL percentages for grades 6-12 for the 2015-16 schoolyear were 52 out of 499 ever ELL students (52/499 = .104) or 10.4%.	Decrease the percentage of English Learners who are classified as Long Term English Learners.	Decrease the percentage of English Learners who are classified as Long Term English Learners to 8 percent.	Decrease the percentage of English Learners who are classified as Long Term English Learners to 5 percent.
Basic conditions at schools	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.
English learner progress	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 icnrease of 8.7% over the previous year. For Gridley High School 72.7% (Green) an increase of 9.2% over the previous year.	78% of English Learners increase one proficiency level on CELDT or ELPAC.	82% of English Learners increase one proficiency level on CELDT or ELPAC.	85% of English Learners increase one proficiency level on CELDT or ELPAC.
English learner progress	88 percent of ELL students reach English Proficiency prior to 6 years of enrollment in the district. Students who meet Reclassification criteria are	Increase the % of students reaching English Proficiency in less than 6 years by 10% when compared to the previous school year.	Increase the % of students reaching English Proficiency in less than 6 years by 10% when compared to the previous school year.	Increase the % of students reaching English Proficiency in less than 6 years by 10% when compared to the previous school year.

reclassified.				
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**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:			
<u>Students to be Served</u>	All	Students with Disabilities	Specific Student Groups
<u>Location(s)</u>	All Schools	Specific Schools: <u>Wilson Elementary</u> Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: <u>Wilson Elementary</u> Specific Grade spans:	

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Train staff to fully implement the Designated and			Train staff to fully implement the Designated and			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.

Integrated ELD portions of the Benchmark ELA/ELD program. Wilson: \$8,000 training, \$3,000 supplies/materials.

Integrated ELD portions of the Benchmark ELA/ELD program. Wilson: \$8,000 training, \$3,000 supplies/materials.

**BUDGETED EXPENDITURES**

**2017-18**

<b>Amount</b>	8,000.00
<b>Source</b>	LCFF Supplemental (0000) - 8,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**2018-19**

<b>Amount</b>	8,000.00
<b>Source</b>	LCFF Supplemental (0000) - 8,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**2019-20**

<b>Amount</b>	8,000.00
<b>Source</b>	LCFF Supplemental (0000) - 8,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**2017-18**

<b>Amount</b>	3,000.00
<b>Source</b>	LCFF Concentration (0000) - 3,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies

**2018-19**

<b>Amount</b>	3,000.00
<b>Source</b>	LCFF Concentration (0000) - 3,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies

**2019-20**

<b>Amount</b>	3,000.00
<b>Source</b>	LCFF Concentration (0000) - 3,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies

**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 **2**

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

<a href="#">Students to be Served</a>	All Students with Disabilities Specific Student Groups
<a href="#">Location(s)</a>	All Schools Specific Schools: <u>Gridley High, Sycamore Middle</u> Specific Grade spans: <u>6, 7, 8, 9, 10, 11, 12</u>

OR

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

<a href="#">Students to be Served</a>	English Learners Foster Youth Low Income
<a href="#">Scope of Services</a>	LEA-wide Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools Specific Schools: <u>Gridley High, Sycamore Middle</u> Specific Grade spans: <u>6, 7, 8, 9, 10, 11, 12</u>

[ACTIONS/SERVICES](#)

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Specialized ELD instruction for LTELs in grades 6-12			Specialized ELD instruction for LTELs in grades 6-12			Specialized ELD instruction for LTELs in grades 6-12		
Implement Language! Program (Sycamore) staff: \$32,021			Implement Language! Program (Sycamore) staff: \$32,021			Implement Language! Program (Sycamore) staff: \$32,021		
GHS: Purchase ELD materials/ Training \$15442			GHS: Purchase ELD materials/ Training \$15442			GHS: Purchase ELD materials/ Training \$15442		
Staff: \$19,974			Staff: \$19,974			Staff: \$19,974		
Alt ED: Purchase ELD materials \$121			Alt ED: Purchase ELD materials \$121			Alt ED: Purchase ELD materials \$121		

[BUDGETED EXPENDITURES](#)

**2017-18**

**Amount**

121.00

**Source**

LCFF Base (0000) - 121.00

**Budget Reference**

4000-4999: Books And Supplies

**2018-19**

**Amount**

121.00

**Source**

LCFF Base (0000) - 121.00

**Budget Reference**

4000-4999: Books And Supplies

**2019-20**

**Amount**

121.00

**Source**

LCFF Base (0000) - 121.00

**Budget Reference**

4000-4999: Books And Supplies

**2017-18**

**Amount**

5,442.00

**Source**

LCFF Supplemental (0000) - 5,442.00

**Budget Reference**

4000-4999: Books And Supplies

**2018-19**

**Amount**

5,442.00

**Source**

LCFF Supplemental (0000) - 5,442.00

**Budget Reference**

4000-4999: Books And Supplies

**2019-20**

**Amount**

5,442.00

**Source**

LCFF Supplemental (0000) - 5,442.00

**Budget Reference**

4000-4999: Books And Supplies

**2017-18**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) - 10,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) - 10,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**2019-20**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) - 10,000.00

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	19,974.00	<b>Amount</b>	19,974.00	<b>Amount</b>	19,974.00
<b>Source</b>	LCFF Supplemental (0000) - 19,974.00	<b>Source</b>	LCFF Supplemental (0000) - 19,974.00	<b>Source</b>	LCFF Supplemental (0000) - 19,974.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	32,021.00	<b>Amount</b>	32,021.00	<b>Amount</b>	32,021.00
<b>Source</b>	LCFF Supplemental (0000) - 32,021.00	<b>Source</b>	LCFF Supplemental (0000) - 32,021.00	<b>Source</b>	LCFF Supplemental (0000) - 32,021.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

**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 **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All Students with Disabilities Specific Student Groups	
<u>Location(s)</u>	All Schools Specific Schools: <u>Gridley Unified Community Day (7-12), Esperanza High (Continuation), Gridley High, McKinley Elementary, Sycamore Middle, Wilson Elementary</u> Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:	

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Balance classes for EL status, ethnicity and demographics.			Balance classes for EL status, ethnicity and demographics.			Balance classes for EL status, ethnicity and demographics.		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	0.00	<b>Amount</b>	0.00	<b>Amount</b>	0.00
<b>Source</b>	TBD	<b>Source</b>	TBD	<b>Source</b>	TBD
<b>Budget Reference</b>	TBD	<b>Budget Reference</b>	TBD	<b>Budget Reference</b>	TBD

# 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.

	New	Modified	Unchanged
<b>Goal 3</b>	All students will graduate from high school ready for College or Career		

[State and/or Local Priorities Addressed by this goal:](#)

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

[Identified Need](#)

The Data Dashboard ( (2014-15 DATA) indicates that 89.3% of students overall graduated from High School. There are some groups of students whose results are discrepant. English Learners were in the Orange zone, with 78.1% graduating and -0.1% change from the previous 3 year average. For the socioeconomically Disadvantaged group, the performance category was also orange, with 85.9% graduating, and a -2.5% decline from the previous years. For the Hispanic category, the Performance Category was orange with 87.7% graduating and a -1.6% decline from previous years. For the White student subgroup the performance category was green, with 90.9% graduating and an increase of 2.8% over previous years. The district needs to address the overall graduation rate and specifically the gap between these subgroups and the overall population. In 2014-2015, 48 students (30%) met A-G requirements upon graduation.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	Decrease the number of students who are 20 or more credits deficient. below 25.	Decrease the number of students who are 20 or more credits deficient. below 20.
College/career readiness	CTE Course completion will	CTE course enrollment and	CTE course enrollment and	CTE course enrollment and

	increase each year. As of the 2014-15 school year, 325 students were enrolled in a CTE course.	completion will increase each year.	completion will increase each year.	completion will increase each year.
College/career readiness	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.
Graduation rates	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%,.	95% of students will graduate from high school	96% of students will graduate from high school	98% of students will graduate from high school
High School Drop out Rates	High School Drop Out Rates 15/16. 5%	High School Drop Out Rates 17/18 4.5%	High School Drop Out Rates 18/19 4%	High School Drop Out Rates 19/20 3.5%
Middle School Drop out rates	Middle School Drop Out Rates 15/16 2%	Middle School Drop Out Rates 17/18 1.5%	Middle School Drop Out Rates 18/19 1%	Middle School Drop Out Rates 19/20 Maintain 1%
College/career readiness	For 2014-15 48 students (30%) completed all of the A-G course requirements.	45% of students will complete A-G requirements prior to graduation.	48% of students will complete A-G requirements prior to graduation.	51% of students will complete A-G requirements prior to graduation.
College/career readiness	EAP pass rates for 2014-15: 67% of students were college ready on ELA. 47% were college ready in math.	Increase the percentage of students who score a 3 or 4 for on the EAP.	Increase the percentage of students who score a 3 or 4 for on the EAP.	Increase the percentage of students who score a 3 or 4 for on the EAP.
Students eligible for Integrated Math	Number of students enrolled in Integrated Math 1 in ninth grade	Increase the percentage of students prepared for Integrated Math 1 in ninth	Increase the percentage of students prepared for Integrated Math 1 in eighth	Increase the percentage of students prepared for Integrated Math 1 in eighth

		grade.	grade.	grade.
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**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:			
<u>Students to be Served</u>	All	Students with Disabilities	Specific Student Groups
<u>Location(s)</u>	All Schools	Specific Schools: <u>Gridley High</u> Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: <u>Gridley High</u> Specific Grade spans:	

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Create a Health Sciences Pathway with 2 periods			Create a Health Sciences Pathway with 2 periods			Create a Health Sciences Pathway with 2 periods		

per day.	per day.	per day.
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00
<b>Source</b>	LCFF Supplemental (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

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 **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	All Students with Disabilities    Specific Student Groups
<u>Location(s)</u>	All Schools    Specific Schools: <u>Gridley High, Sycamore Middle</u> Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be</u>	English Learners    Foster Youth    Low Income

<a href="#">Served</a>	
<a href="#">Scope of Services</a>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools    Specific Schools: <u>Gridley High, Sycamore Middle</u> Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Implement IXL in Math and English Language Arts at Gridley High School and Sycamore Middle School			Implement IXL in Math and English Language Arts at Gridley High School and Sycamore Middle School			Implement IXL in Math and English Language Arts at Gridley High School and Sycamore Middle School		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	7,000.00	<b>Amount</b>	7,000.00	<b>Amount</b>	7,000.00
<b>Source</b>	LCFF Supplemental/ Concentration (0000)- \$7,000.00	<b>Source</b>	LCFF Supplemental/ Concentration (0000)- \$7,000.00	<b>Source</b>	LCFF Supplemental/ Concentration (0000)- \$7,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

2017-18		2018-19		2019-20	
<b>Amount</b>	5,000.00	<b>Amount</b>	5,000.00	<b>Amount</b>	5,000.00
<b>Source</b>	LCFF Base (0000) - 5,000.00	<b>Source</b>	LCFF Base (0000) - 5,000.00	<b>Source</b>	LCFF Base (0000) - 5,000.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

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 **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups
<u>Location(s)</u>	All Schools	Specific Schools: <u>Gridley High</u> Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: <u>Gridley High</u> Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged

Provide Reading Intervention at GHS

Provide Reading Intervention at GHS

Provide Reading Intervention at GHS

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

**Amount**

22,153.00

**Amount**

22,153.00

**Amount**

22,153.00

**Source**

LCFF Supplemental (0000) -  
22,153.00

**Source**

LCFF Supplemental (0000) -  
22,153.00

**Source**

LCFF Supplemental (0000) -  
22,153.00

**Budget  
Reference**

1000-3999 Salaries and Benefits

**Budget  
Reference**

1000-3999 Salaries and Benefits

**Budget  
Reference**

1000-3999 Salaries and Benefits

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 **4**

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

Students  
to be  
Served

All Students with Disabilities Specific Student Groups

Location(s)

All Schools Specific Schools: Gridley High  
Specific Grade spans:

**OR**

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

Students

<a href="#">to be Served</a>	English Learners    Foster Youth    Low Income
<a href="#">Scope of Services</a>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools    Specific Schools: <a href="#">Gridley High</a> Specific Grade spans:

**[ACTIONS/SERVICES](#)**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Support CTE Pathways implementation.			Support CTE Pathways implementation.			Support CTE Pathways implementation.		

**[BUDGETED EXPENDITURES](#)**

2017-18		2018-19		2019-20	
<b>Amount</b>	66,377.00	<b>Amount</b>	66,377.00	<b>Amount</b>	66,377.00
<b>Source</b>	LCFF Supplemental (0000) - 66,377.00	<b>Source</b>	LCFF Supplemental (0000) - 66,377.00	<b>Source</b>	LCFF Supplemental (0000) - 66,377.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies

**[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 **5**

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

<a href="#">Students to be Served</a>	All	Students with Disabilities	Specific Student Groups:
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____	Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	English Learners	Foster Youth	Low Income
<a href="#">Scope of Services</a>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____	Specific Grade spans: 9-12

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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								

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> 28,000.00	<b>Amount</b>	<b>Amount</b>

<b>Source</b>	LCFF Supplemental (0000) - 28,000.00	<b>Source</b>		<b>Source</b>	
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>		<b>Budget Reference</b>	

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 **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	All    Students with Disabilities    Specific Student Groups
<u>Location(s)</u>	All Schools    Specific Schools: <u>Gridley Unified Community Day (7-12), Gridley High</u> Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	English Learners    Foster Youth    Low Income
<u>Scope of Services</u>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools    Specific Schools: <u>Gridley Unified Community Day (7-12), Gridley High</u> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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			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			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		

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	13,000.00	<b>Amount</b>	13,000.00	<b>Amount</b>	13,000.00
<b>Source</b>	LCFF Base (0000) - 13,000.00	<b>Source</b>	LCFF Base (0000) - 13,000.00	<b>Source</b>	LCFF Base (0000) - 13,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	1,019.00	<b>Amount</b>	1,019.00	<b>Amount</b>	1,019.00
<b>Source</b>	LCFF Concentration (0000) - 1,019.00	<b>Source</b>	LCFF Concentration (0000) - 1,019.00	<b>Source</b>	LCFF Concentration (0000) - 1,019.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**2017-18**

**Amount**

300.00

**Source**

LCFF Base (0000) - 300.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**2018-19**

**Amount**

300.00

**Source**

LCFF Base (0000) - 300.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**2019-20**

**Amount**

300.00

**Source**

LCFF Base (0000) - 300.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**2017-18**

**Amount**

15,500.00

**Source**

LCFF Supplemental (0000) - 15,500.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**2018-19**

**Amount**

15,500.00

**Source**

LCFF Supplemental (0000) - 15,500.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**2019-20**

**Amount**

15,500.00

**Source**

LCFF Supplemental (0000) - 15,500.00

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

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 **7**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<u>Students to be Served</u>	All Students with Disabilities    Specific Student Groups	
<u>Location(s)</u>	All Schools    Specific Schools: <u>Sycamore Middle</u> Specific Grade spans:	

**OR**

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

<u>Students to be Served</u>	English Learners    Foster Youth    Low Income
<u>Scope of Services</u>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools    Specific Schools: <u>Sycamore Middle</u> Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Implement AVID at Sycamore. Fees for Training/materials \$10,000			Implement AVID at Sycamore. Fees for Training/materials \$10,000			Implement AVID at Sycamore. Fees for Training/materials \$10,000		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	8,000.00	<b>Amount</b>	8,000.00	<b>Amount</b>	8,000.00
<b>Source</b>	LCFF Supplemental (0000) - 8,000.00	<b>Source</b>	LCFF Supplemental (0000) - 8,000.00	<b>Source</b>	LCFF Supplemental (0000) - 8,000.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

2017-18	2018-19	2019-20			
<b>Amount</b>	2,000.00	<b>Amount</b>	2,000.00	<b>Amount</b>	2,000.00
<b>Source</b>	LCFF Supplemental (0000) - 2,000.00	<b>Source</b>	LCFF Supplemental (0000) - 2,000.00	<b>Source</b>	LCFF Supplemental (0000) - 2,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies

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 **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools    Specific Schools: \_\_\_\_\_  
Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Align instruction to CCSS standards to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors.			Align instruction to CCSS standards to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors.			Align instruction to CCSS standards to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors.		

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	0.00	<b>Amount</b>	0.00	<b>Amount</b>	0.00
<b>Source</b>	TBD	<b>Source</b>	TBD	<b>Source</b>	TBD
<b>Budget Reference</b>	TBD	<b>Budget Reference</b>	TBD	<b>Budget Reference</b>	TBD

# 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.

	New	Modified	Unchanged
<b>Goal 4</b>	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	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL	Achievement on local measures							

Identified Need

For 2015-16, the Data dashboard for Grade 3-8 English Language Arts performance indicates that on average, district students are scoring 8.9 points below Level 3, which was a 9.1 point increase over the previous year. The Performance Category was Yellow. Results are similar for all subgroups with the exception of Students with Disabilities, who scored in the Red category (88.2 points below Level 3 on average). In Mathematics, on average district students are scoring 37.3 points below level 3, which was an increase of 11.3 points over the previous year. The Performance category was Yellow. Results are similar for all subgroups with the exception of Students with Disabilities who scored in the Red category with an average of 11.2 points below level 3, a decline of 9.9 points over the previous year.

For grade 11 students, English Language Arts performance indicates that on average, students are scoring 34.7 points above Level 3, an increase of 23 points over the previous year. In Mathematics, students are scoring on average 32.3 points below level 3, an increase of 24.4 points over the previous year.

IReady mid-year data for 2016-17 indicates that the following percentages of students are reading at grade level: first grade: 18%. Grade 2: 36%, Grade 3, 53%, Grade 4, 27%, Grade 5, 30%, Grade 6, 26%, Grade 7 37%, Grade 8 30%.

Staff survey data indicates that the majority of teachers rate themselves as "Developing Awareness" or "Full Awareness" of the ELA standards. In Math, the majority of teachers rated themselves as "Initially Awareness" and "Developing Awareness" on the Common Core State Standards. Additional training and ongoing support are needed to ensure progress on this metric.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
iReady	Baseline data (mid year first grade 2016-17) indicates that 18% of students score as at grade level based on the iReady Standard Report.	Increase the percentage of First Grade students reading at grade level as measured by iReady to 20%.	Increase the percentage of First Grade students reading at grade level as measured by iReady to 25%.	Increase the percentage of First Grade students reading at grade level as measured by iReady to 30%.
Multiple Measures (BPST, Running Records)	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.	Increase the percentage of first grade students reading at grade level to 89% as measured by BPST and Running Records.	Increase the percentage of students reading at grade level to 91% as measured by BPST and Running Records.	Increase the percentage of students reading at grade level to 93% as measured by BPST and Running Records.
iReady	2016/17 mid year data indicate that 53% of third grade students are reading at grade level.	Increase the percentage of students reading at grade level in Third grade to 58% as measured by the mid-year iReady report.	Increase the percentage of students reading at grade level in Third grade to 62% as measured by the mid year iReady report.	Increase the percentage of students reading at grade level in Third grade to 66% as measured by the mid year iReady report.
Test scores	SBAC ELA scores for the 2015/16 school year indicated that 38% of third grade students met or exceeded the achievement standard.	Increase the percentage of students reading at grade level by the end of third grade to 43% as measured by SBAC.	Increase the percentage of students reading at grade level by the end of third grade to 48% as measured by SBAC.	Increase the percentage of students reading at grade level by the end of third grade to 53% as measured by SBAC.
Test scores	SBAC data indicate that in 2015-16, 29% of 5th grade students met or exceeded the performance standard in Mathematics.	Increase the percentage of students understanding Math Common Core standards at the end of fifth grade to 36%	Increase the percentage of students understanding Math Common Core standards at the end of fifth grade to 42%	Increase the percentage of students understanding Math Common Core standards at the end of fifth grade to 47%.
Test scores	SBAC ELA scores for the 2015-16 school year indicate that 46% of eighth grade students met or exceeded the	Increase the percentage of students understanding Common Core ELA/Reading concepts by the end of 8th	Increase the percentage of students understanding Common Core ELA/Reading concepts by the end of 8th	Increase the percentage of students understanding Common Core ELA/Reading concepts by the end of 8th

	achievement standard.	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%.	grade to 54% as measured by SBAC (State assessment). Increase the percentage scoring at grade level on the iReady mid year report to 50%.	grade to 58% on SBAC (State assessment). Increase the percentage scoring at grade level on the mid year iReady report to 60%.
iReady	iReady mid year Reading assessment data for the 2016-17 school year indicate that 30% of eighth grade students are reading at grade level.			
Test scores	SBAC sores 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.	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%.	By the end of twelfth grade increase the number of students understanding Common Core ELA/Math Concepts at grade level. ELA Goal: 70%. Math goal: 36%.	By the end of twelfth grade increase the number of students understanding Common Core ELA/Math Concepts at grade level. ELA Goal: 72%. Math goal: 37%.
Implementation of state standards	Survey Data collected during the 2016-17 school year indicate that teachers rated them selves 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.	Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies.	Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies.

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:		
<a href="#">Students to be Served</a>	All	Students with Disabilities      Specific Student Groups:
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<a href="#">Students to be Served</a>	English Learners	Foster Youth      Low Income
<a href="#">Scope of Services</a>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____ Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Textbook purchases for new adoptions			Textbook purchases for new adoptions			Textbook purchases for new adoptions		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
100,000.00	100,000.00	100,000.00

<b>Amount</b>		<b>Amount</b>		<b>Amount</b>	
<b>Source</b>	LCFF Base (0000) - 100,000.00	<b>Source</b>	LCFF Concentration (0000) - 100,000.00	<b>Source</b>	LCFF Concentration (0000) - 100,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies

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 **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All Students with Disabilities    Specific Student Groups:	
<u>Location(s)</u>	All Schools    Specific Schools: <u>Gridley High</u> Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners    Foster Youth    Low Income	
<u>Scope of Services</u>	LEA-wide    Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	All Schools    Specific Schools: _____ Specific Grade spans:	

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Geography for all 9th grade students.			Geography for all 9th grade students.			Geography for all 9th grade students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<b>Amount</b>	65,610.00	<b>Amount</b>	65,610.00	<b>Amount</b>	65,610.00
<b>Source</b>	LCFF Base (0000) - 65,610.00	<b>Source</b>	LCFF Supplemental (0000) - 65,610.00	<b>Source</b>	LCFF Supplemental (0000) - 65,610.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

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 **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All Students with Disabilities    Specific Student Groups	
<u>Location(s)</u>	All Schools    Specific Schools: <u>McKinley Elementary, Wilson Elementary</u> Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<a href="#">Students to be Served</a>	English Learners	Foster Youth	Low Income
<a href="#">Scope of Services</a>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools	Specific Schools: <u>McKinley Elementary, Wilson Elementary</u> Specific Grade spans:	

[ACTIONS/SERVICES](#)

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Maintain class size in grades K-3 at 24:1. Two teaching positions.			Maintain class size in grades K-3 at 24:1. Two teaching positions.			Maintain class size in grades K-3 at 24:1. Two teaching positions.		

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
<b>Amount</b>	157,726.00	<b>Amount</b>	157,726.00	<b>Amount</b>	157,726.00
<b>Source</b>	LCFF Supplemental (0000) - 157,726.00	<b>Source</b>	LCFF Base (0000) - 157,726.00	<b>Source</b>	LCFF Base (0000) - 157,726.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**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 **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All Students with Disabilities Specific Student Groups	
<u>Location(s)</u>	All Schools Specific Schools: <u>McKinley Elementary, Wilson Elementary</u> Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners Foster Youth Low Income	
<u>Scope of Services</u>	LEA-wide Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	All Schools Specific Schools: <u>McKinley Elementary, Wilson Elementary</u> Specific Grade spans:	

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
Provide instructional aide support to K-5 Classrooms. McKinley: \$ 31,161 Wilson \$28113			Provide instructional aide support to K-5 Classrooms. McKinley: \$ 31,161 Wilson \$28113			Provide instructional aide support to K-5 Classrooms. McKinley: \$ 31,161 Wilson \$28113		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	28,113.00	<b>Amount</b>	28,113.00	<b>Amount</b>	28,113.00
<b>Source</b>	LCFF Supplemental (0000) - 28,113.00	<b>Source</b>	LCFF Supplemental (0000) - 28,113.00	<b>Source</b>	LCFF Supplemental (0000) - 28,113.00
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

  

2017-18		2018-19		2019-20	
<b>Amount</b>	31,161.00	<b>Amount</b>	31,161.00	<b>Amount</b>	31,161.00
<b>Source</b>	LCFF Supplemental (0000) - 31,161.00	<b>Source</b>	LCFF Supplemental (0000) - 31,161.00	<b>Source</b>	LCFF Supplemental (0000) - 31,161.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

**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 **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	All	Students with Disabilities	Specific Student Groups

Location(s) All Schools Specific Schools: Gridley Unified Community Day (7-12), Esperanza High (Continuation), Gridley High, McKinley Elementary, Sycamore Middle, Wilson Elementary  
 Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: \_\_\_\_\_  
 Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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			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			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		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
650.00	25,000.00	25,000.00

<b>Amount</b>		<b>Amount</b>		<b>Amount</b>	
<b>Source</b>	LCFF Supplemental (0000) - 650.00	<b>Source</b>	LCFF Base (0000) - 25,000.00	<b>Source</b>	LCFF Base (0000) - 25,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	10,000.00	<b>Amount</b>	650.00	<b>Amount</b>	650.00
<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Supplemental (0000) - 650.00	<b>Source</b>	LCFF Supplemental (0000) - 650.00
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	25,000.00	<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00
<b>Source</b>	LCFF Base (0000) - 25,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
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<b>Amount</b>	10,000.00	<b>Amount</b>	5,000.00	<b>Amount</b>	5,000.00
<b>Source</b>	LCFF Supplemental (0000) - 10,000.00	<b>Source</b>	LCFF Base (0000) - 5,000.00	<b>Source</b>	LCFF Base (0000) - 5,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	5,000.00	<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00
<b>Source</b>	LCFF Supplemental (0000) - 5,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures	<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures

### 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 **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	All Students with Disabilities Specific Student Groups
<u>Location(s)</u>	All Schools Specific Schools: <u>Gridley Unified Community Day (7-12), Esperanza High (Continuation), Gridley High, McKinley Elementary, Sycamore Middle, Wilson Elementary</u>

Specific Grade spans:

**OR**

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

Students to be Served

English Learners    Foster Youth    Low Income

Scope of Services

LEA-wide    Schoolwide **OR**    Limited to Unduplicated Student Group(s)

Location(s)

All Schools    Specific Schools: \_\_\_\_\_  
Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00	<b>Amount</b>	40,000.00
<b>Source</b>	LCFF Supplemental (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00	<b>Source</b>	LCFF Supplemental (0000) - 40,000.00
<b>Budget</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget</b>	5000-5999: Services And Other Operating Expenditures

Reference		Reference		Reference	
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	2,950.00	<b>Amount</b>	2,950.00	<b>Amount</b>	2,950.00
<b>Source</b>	LCFF Base (0000) - 2,950.00	<b>Source</b>	LCFF Supplemental (0000) - 2,950.00	<b>Source</b>	LCFF Supplemental (0000) - 2,950.00
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	4,500.00	<b>Amount</b>		<b>Amount</b>	
<b>Source</b>	LCFF Base (0000) - 4,500.00	<b>Source</b>		<b>Source</b>	
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures	<b>Budget Reference</b>		<b>Budget Reference</b>	

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 **7**

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

<a href="#">to be Served</a>	All Students with Disabilities	Specific Student Groups:
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

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

<a href="#">Students to be Served</a>	English Learners	Foster Youth	Low Income
<a href="#">Scope of Services</a>	LEA-wide	Schoolwide <b>OR</b>	Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools	Specific Schools: _____ Specific Grade spans:	

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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.			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.			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.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> 44,287.00	<b>Amount</b> 136,000.00	<b>Amount</b> 136,000.00

<b>Source</b>	LCFF Supplemental (0000) - 44,287.00	<b>Source</b>	LCFF Base (0000) - 136,000.00	<b>Source</b>	LCFF Base (0000) - 136,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	19,170.00	<b>Amount</b>	36,723.00	<b>Amount</b>	36,723.00
<b>Source</b>	LCFF Supplemental (0000) - 19,170.00	<b>Source</b>	LCFF Supplemental (0000) - 36,723.00	<b>Source</b>	LCFF Supplemental (0000) - 36,723.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	36,723.00	<b>Amount</b>	44,287.00	<b>Amount</b>	44,287.00
<b>Source</b>	LCFF Supplemental (0000) - 36,723.00	<b>Source</b>	LCFF Supplemental (0000) - 44,287.00	<b>Source</b>	LCFF Supplemental (0000) - 44,287.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	136,000.00	<b>Amount</b>	19,170.00	<b>Amount</b>	19,170.00
	LCFF Supplemental (0000) -		LCFF Supplemental (0000) -		LCFF Supplemental (0000) -

<b>Source</b>	136,000.00	<b>Source</b>	19,170.00	<b>Source</b>	19,170.00
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

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 **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All Students with Disabilities      Specific Student Groups:	
<u>Location(s)</u>	All Schools      Specific Schools: _____ Specific Grade spans:	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners      Foster Youth      Low Income	
<u>Scope of Services</u>	LEA-wide      Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	All Schools      Specific Schools: _____ Specific Grade spans:	

ACTIONS/SERVICES

**2017-18****2018-19****2019-20**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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.			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.			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.		

**BUDGETED EXPENDITURES****2017-18****2018-19****2019-20**

<b>Amount</b>	115,000.00	<b>Amount</b>	115,000.00	<b>Amount</b>	115,000.00
<b>Source</b>	LCFF Base (0000) - 115,000.00	<b>Source</b>	LCFF Base (0000) - 115,000.00	<b>Source</b>	LCFF Base (0000) - 115,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

**2017-18****2018-19****2019-20**

<b>Amount</b>	95,000.00	<b>Amount</b>	95,000.00	<b>Amount</b>	95,000.00
<b>Source</b>	LCFF Base (0000) - 95,000.00	<b>Source</b>	LCFF Base (0000) - 95,000.00	<b>Source</b>	LCFF Base (0000) - 95,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits

**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 **9**

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

<a href="#">Students to be Served</a>	All Students with Disabilities      Specific Student Groups:
<a href="#">Location(s)</a>	All Schools      Specific Schools: _____ Specific Grade spans:

**OR**

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

<a href="#">Students to be Served</a>	English Learners      Foster Youth      Low Income
<a href="#">Scope of Services</a>	LEA-wide      Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	All Schools      Specific Schools: _____ Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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			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			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		

**BUDGETED EXPENDITURES**

**2017-18**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) -  
10,000.00

**Budget  
Reference**

5000-5999: Services And Other  
Operating Expenditures

**2018-19**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) -  
10,000.00

**Budget  
Reference**

5000-5999: Services And Other  
Operating Expenditures

**2019-20**

**Amount**

10,000.00

**Source**

LCFF Supplemental (0000) -  
10,000.00

**Budget  
Reference**

5000-5999: Services And Other  
Operating Expenditures

**2017-18**

**Amount**

8,000.00

**Source**

LCFF Supplemental (0000) -  
8,000.00

**Budget  
Reference**

5000-5999: Services And Other  
Operating Expenditures

**2018-19**

**Amount**

44,000.00

**Source**

LCFF Supplemental (0000) -  
44,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

**2019-20**

**Amount**

44,000.00

**Source**

LCFF Supplemental (0000) -  
44,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

**2017-18**

**Amount**

254,000.00

**Source**

LCFF Supplemental (0000) -  
254,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

**2018-19**

**Amount**

254,000.00

**Source**

LCFF Supplemental (0000) -  
254,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

**2019-20**

**Amount**

254,000.00

**Source**

LCFF Supplemental (0000) -  
254,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

2017-18	2018-19	2019-20
<b>Amount</b> 25,000.00	<b>Amount</b> 8,000.00	<b>Amount</b> 8,000.00
<b>Source</b> LCFF Supplemental (0000) - 25,000.00	<b>Source</b> LCFF Supplemental (0000) - 8,000.00	<b>Source</b> LCFF Supplemental (0000) - 8,000.00
<b>Budget Reference</b> 5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b> 5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b> 5000-5999: Services And Other Operating Expenditures

2017-18	2018-19	2019-20
<b>Amount</b> 44,000.00	<b>Amount</b> 25,000.00	<b>Amount</b> 25,000.00
<b>Source</b> LCFF Supplemental (0000) - 44,000.00	<b>Source</b> LCFF Supplemental (0000) - 25,000.00	<b>Source</b> LCFF Supplemental (0000) - 25,000.00
<b>Budget Reference</b> 4000-4999: Books And Supplies	<b>Budget Reference</b> 5000-5999: Services And Other Operating Expenditures	<b>Budget Reference</b> 5000-5999: Services And Other Operating Expenditures

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 **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities
		Specific Student Groups:

Location(s) All Schools Specific Schools: \_\_\_\_\_  
 Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: \_\_\_\_\_  
 Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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 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 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.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> 20,000.00	<b>Amount</b> 20,000.00	<b>Amount</b> 20,000.00

<b>Source</b>	LCFF Base (0000) - 20,000.00	<b>Source</b>	LCFF Base (0000) - 20,000.00	<b>Source</b>	LCFF Base (0000) - 20,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	13,182.00	<b>Amount</b>	13,182.00	<b>Amount</b>	13,182.00
<b>Source</b>	LCFF Base (0000) - 13,182.00	<b>Source</b>	LCFF Base (0000) - 13,182.00	<b>Source</b>	LCFF Base (0000) - 13,182.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	58,205.00	<b>Amount</b>	58,205.00	<b>Amount</b>	58,205.00
<b>Source</b>	LCFF Base (0000) - 58,205.00	<b>Source</b>	LCFF Base (0000) - 58,205.00	<b>Source</b>	LCFF Base (0000) - 58,205.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	15,000.00	<b>Amount</b>	15,000.00	<b>Amount</b>	15,000.00
<b>Source</b>	LCFF Base (0000) - 15,000.00	<b>Source</b>	LCFF Base (0000) - 15,000.00	<b>Source</b>	LCFF Base (0000) - 15,000.00
<b>Budget</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget</b>	5000-5999: Services And Other Operating Expenditures	<b>Budget</b>	5000-5999: Services And Other Operating Expenditures

Reference		Reference		Reference	
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	30,000.00	<b>Amount</b>	30,000.00	<b>Amount</b>	30,000.00
<b>Source</b>	LCFF Base (0000) - 30,000.00	<b>Source</b>	LCFF Base (0000) - 30,000.00	<b>Source</b>	LCFF Base (0000) - 30,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	98,454.00	<b>Amount</b>	98,454.00	<b>Amount</b>	98,454.00
<b>Source</b>	LCFF Base (0000) - 98,454.00	<b>Source</b>	LCFF Base (0000) - 98,454.00	<b>Source</b>	LCFF Base (0000) - 98,454.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00
<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00	<b>Source</b>	LCFF Base (0000) - 10,000.00
<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies	<b>Budget Reference</b>	4000-4999: Books And Supplies

[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 **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
New    Modified    Unchanged	New    Modified    Unchanged	New    Modified    Unchanged
Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site.	Support Leadership Teams (PLC) at all school sites.	Support Leadership Teams (PLC) at all school sites.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20			
<b>Amount</b>	36,103.00	<b>Amount</b>	36,103.00	<b>Amount</b>	36,103.00
<b>Source</b>	LCFF Supplemental (0000) - 36,103.00	<b>Source</b>	LCFF Supplemental (0000) - 36,103.00	<b>Source</b>	LCFF Supplemental (0000) - 36,103.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

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 **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	All	Students with Disabilities      Specific Student Groups:
<u>Location(s)</u>	All Schools	Specific Schools: _____ Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	English Learners	Foster Youth      Low Income
<u>Scope of</u>	LEA-wide	Schoolwide <b>OR</b> Limited to Unduplicated Student Group(s)

[Services](#)

[Location\(s\)](#)

All Schools    Specific Schools: \_\_\_\_\_  
 Specific Grade spans:

**ACTIONS/SERVICES**

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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			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			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		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
<b>Amount</b>	3,773.00	<b>Amount</b>	3,773.00	<b>Amount</b>	3,773.00
<b>Source</b>	LCFF Concentration (0000) - 3,773.00	<b>Source</b>	LCFF Concentration (0000) - 3,773.00	<b>Source</b>	LCFF Concentration (0000) - 3,773.00
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries	<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00	<b>Amount</b>	10,000.00

<b>Source</b>	LCFF Concentration (0000) - 10,000.00	<b>Source</b>	LCFF Concentration (0000) - 10,000.00	<b>Source</b>	LCFF Concentration (0000) - 10,000.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	49,934.00	<b>Amount</b>	49,934.00	<b>Amount</b>	49,934.00
<b>Source</b>	LCFF Concentration (0000) - 49,934.00	<b>Source</b>	LCFF Concentration (0000) - 49,934.00	<b>Source</b>	LCFF Concentration (0000) - 49,934.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	261,721.00	<b>Amount</b>	261,721.00	<b>Amount</b>	261,721.00
<b>Source</b>	LCFF Supplemental (0000) - 261,721.00	<b>Source</b>	LCFF Supplemental (0000) - 261,721.00	<b>Source</b>	LCFF Supplemental (0000) - 261,721.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits	<b>Budget Reference</b>	1000-3999 Salaries and Benefits
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	14,324.00	<b>Amount</b>	14,324.00	<b>Amount</b>	14,324.00
	LCFF Supplemental (0000) -		LCFF Supplemental (0000) -		LCFF Supplemental (0000) -

<b>Source</b>	14,324.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Source</b>	14,324.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Source</b>	14,324.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>2017-18</b>	
<b>Amount</b>	99,765.00
<b>Source</b>	LCFF Supplemental (0000) - 99,765.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>2018-19</b>	
<b>Amount</b>	99,765.00
<b>Source</b>	LCFF Supplemental (0000) - 99,765.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>2019-20</b>	
<b>Amount</b>	99,765.00
<b>Source</b>	LCFF Supplemental (0000) - 99,765.00
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>2017-18</b>	
<b>Amount</b>	25,000.00
<b>Source</b>	LCFF Supplemental (0000) - 25,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2018-19</b>	
<b>Amount</b>	25,000.00
<b>Source</b>	LCFF Supplemental (0000) - 25,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2019-20</b>	
<b>Amount</b>	25,000.00
<b>Source</b>	LCFF Supplemental (0000) - 25,000.00
<b>Budget Reference</b>	1000-3999 Salaries and Benefits

<b>2017-18</b>	
<b>Amount</b>	25,000.00
	LCFF Supplemental (0000) -

<b>2018-19</b>	
<b>Amount</b>	25,000.00
	LCFF Supplemental (0000) -

<b>2019-20</b>	
<b>Amount</b>	25,000.00
	LCFF Supplemental (0000) -

**Source**

25,000.00

**Source**

25,000.00

**Source**

25,000.00

**Budget  
Reference**

4000-4999: Books And Supplies

**Budget  
Reference**

4000-4999: Books And Supplies

**Budget  
Reference**

4000-4999: Books And Supplies

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	2017-18	2018-19	2019-20
<a href="#">Estimated Supplemental and Concentration Grant Funds:</a>	\$ 2,621,600.00	<a href="#">Percentage to Increase or Improve Services:</a> 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 ask 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.