

**Introduction:**

**LEA:** Gratton Elementary **Contact (Name, Title, Email, Phone Number):** Shannon Sanford, Superintendent, [ssanford@grattonschool.net](mailto:ssanford@grattonschool.net), 209 632-0505 **LCAP Year:** 2015

### ***Local Control and Accountability Plan and Annual Update Template***

*Gratton School District is a rural district with boundaries that are only five square miles serving students in kindergarten through eighth grade. Two schools, Gratton Elementary and Gratton Charter are under the district umbrella. Gratton Elementary serves 27 students and Gratton Charter serves 111. The English Learner population of students is 7 percent combined for both schools and the Free and Reduced population of students is 7 percent combined for both schools. No foster students are served by the district at this time. In addition to the core curriculum, all students, from both schools, participate in the fine arts program and grades 5th through 8th all participate in the competitive sports program. The district implements a Response to Intervention theory and program for all students needing intervention, differentiation, resource or speech. All other special education programs are provided by a regionalized provider.*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local*

*priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The LCAP was listed on each monthly Board Agenda from January 2015 to May 2015.</p> <p>It was listed on each quarterly Site Council Agenda from October 2014 to May 2015. The LCAP was a reoccurring topic during the 2014-2015 staff meetings and itemized during the principal's report for the monthly Parent Teacher Club meeting.</p> <p>* Site Council serves also as Safety Advisory Committee, Title One Advisory</p>	<ol style="list-style-type: none"> <li>1. An overview or condensed version of the LCAP process and goals were presented to all groups as well as its tie into the strategic plan.</li> <li>2. All groups contributed with comments, questions, and discussions for current and future goals.</li> </ol>

Committee, and Charter Advisory Committee. Due to lack of English Learner population, the district does not meet the criteria to form a DLAC committee.

**Annual Update:**

The LCAP goals were reviewed at the January and February 2015 Board meetings, the October 2014, January 2015, and March 2015 Site Council\* meetings and the October and November 2014 staff meetings.

\* Site Council serves also as Safety Advisory Committee, Title One Advisory Committee, and Charter Advisory Committee. Due to lack of English Learner population, the district does not meet the criteria to form a DLAC committee.

**Annual Update:**

1. Data was presented to address specific goals.
2. Status reports on special projects were presented.
3. All groups agreed to delay renovation of the primary playground for one year.
4. All groups commented that many of the goals have been reached and just need annual monitoring.
5. Due to lack of quality materials, it was agreed to push any purchase of new curriculum out further into the 2017-2018.
6. Specific to Goal 3 Metric 1, the staff identified the need to use data other than the state testing due to validity. A rubric will be discussed further among staff.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



GOAL 1:	The district will establish required conditions of learning as identified under the Williamson Act.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Identified Need :	Need 1: All credentialed teachers "highly qualified"  Metric 1: Examination of credentials for qualification  Need 2: Examine current curriculum, based on state standards, and continue to add or purchase supplemental material  Metric 2: Purchase supplemental material  Need 3: Continue to offer and encourage staff development opportunities  Metric 3: Registration for staff development.  Need 4: Plan and construct primary playground  Metric4: Completed playground	
Goal Applies to:	Schools: Gratton Elementary	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: 1. Maintain 100% of staff as "highly qualified"  
2. Purchase supplemental material across the curriculum  
3. Provide staff development opportunities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase supplemental materials across the curriculum		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials 0000: Unrestricted Base 1,000.00
Select staff development opportunities		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Conferences, workshops, travel, substitutes 0000: Unrestricted Base 1,000.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

- Expected Annual Measurable Outcomes:
1. Maintain 100% of staff as "highly qualified"
  2. Purchase supplemental materials across the curriculum
  3. Provide staff development opportunities
  4. Plan and construct primary playground.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase supplemental materials across the curriculum		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials 0000: Unrestricted Base 1,000.00
Select staff development opportunities		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Conferences, workshops, travel, substitutes 0000: Unrestricted Base 1,000.00
Primary playground construction		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Construction and equipment 0000: Unrestricted Base 25,000
Low Income students, English Learners and Foster Youth are not numerically significant populations for Graton		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

School or Graton Charter. However, actions and services for All students listed above apply.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	1. Maintain 100% of staff as "highly qualified" 2. Purchase supplemental material across the curriculum 3. Provide staff development opportunities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase supplemental materials across the curriculum		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conferences, workshops, travel, substitutes 0000: Unrestricted Base 1,000.00
Select staff development opportunities		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conferences 0000: Unrestricted Base 1,000.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<b>GOAL 2:</b>	The district will provide a variety of opportunities for parents to provide input to support and guide district goals and guidelines for all populations of students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
----------------	---	--

<b>Identified Need :</b>	Need 1: Maintain new website with current meeting agendas and minutes as well as district calendar.  Metric 1: Post all agendas and minutes as well as district calendar  Need 2: Maintain administration of Customer Satisfaction Survey every other year  Metric 2: Survey administration  Need 3: Review and distribute State of the District Report  Metric 4: State of the District Report document
--------------------------	--

<b>Goal Applies to:</b>	Schools: Gratton Elementary	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-2016**

<b>Expected Annual Measurable Outcomes:</b>	1. Maintain website with current dates, agendas and minutes of meetings as well as events and activities 2. Maintain administration of Customer Satisfaction Survey every other year 3. Review and distribute State of the District Report
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain website		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Domain and support 0000: Unrestricted Base 20.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create State of the District Report mailer		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Copy and mailing fees 0000: Unrestricted Base 100.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of meetings as well as events and activities 2. Maintain administration of Customer Satisfaction Survey every other year 3. Review and distribute State of the District Report		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain website		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Domain and support 0000: Unrestricted Base 20.00

		(Specify)	
Create State of the District Report		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Copy and mailing fees 0000: Unrestricted Base 100.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of meetings as well as events and activities 2. Maintain administration of Customer Satisfaction Survey every other year 3. Review and distribute State of the District Report		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain website		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Domain and Support 0000: Unrestricted Base 20.00
Create State of the District Report		<input checked="" type="checkbox"/> All	Copy and mailing fees 0000: Unrestricted Base 100.00

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
--	--	---	--

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**



<b>GOAL 3:</b>	The district will use data driven information to assess student achievement. This information will be used to make decisions about group and individual student goals both in the classroom and as a district to promote student progress.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
----------------	--	--

<b>Identified Need :</b>	Need 1: Increase student achievement  Metric 1: 80% of all third through eighth grade students will score Proficient or above in both Language Arts and Mathamatics  Need 2: Improve Response to Intervention program with materials, procedures and articulation  Metric 2a: Examination and selection of materials  Metric 2b: Procedural Binder for Response to Intervention program  Metric 2c: Regularly scheduled articulation meetings
--------------------------	---

<b>Goal Applies to:</b>	Schools: <u>Gratton Elementary</u> Applicable Pupil Subgroups: <u>All</u>
-------------------------	--

**LCAP Year 1: 2015-2016**

<b>Expected Annual Measurable Outcomes:</b>	1. 70% of students will achieve proficient or above in both Language Arts and Mathematics 2a. Review and evaluate current Mathematics and Language Arts assessment and intervention programs 2b. Review and add to the Response to Intervention procedural binder 2c. Continue to include Response to Intervention articulation with regularly scheduled staff meetings
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate and add to response to intervention materials		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Purchase materials or licences 0000: Unrestricted Base 1,000.00

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	1. 75% of students will achieve Proficient or above in both Language Arts and Mathematics 2a. Continue to review and evaluate current Mathematics and Language Arts assessment and intervention programs 2b. Continue to review and add to the Response to Intervention procedural binder 2c. Continue to include Response to Intervention articulation with regularly scheduled staff meetings
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate and add to Response to Intervention materials		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase materials and licences 0000: Unrestricted Base 1,000.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	1. 80% of students will achieve proficient or above in both Language Arts and Mathematics 2a. Review and evaluate current Mathematics and Language Arts assessment and intervention programs 2b. Review and add to the Response to Intervention procedural binder 2c. Continue to include Response to Intervention articulation with regularly scheduled staff meetings		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate and add to Response to Intervention materials		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase materials and liscences 0000: Unrestricted Base 1,000.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	The district will create, promote and monitor a positive school climate that includes access to a wide variety of courses and programs and that encourages both student engagement and attendance.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
---------	--	--

Identified Need :	Need 1: Require chorus, drama, instrumental, agricultural science, student leadership, buddy reading and competitive sports participation for appropriate grade levels and improve the "Six Pillars of Character" program implementation both in the classroom and schoolwide  Metric 1a: Student productions, projects, activities and events  Metric 1b: 0% record of suspensions or expulsions  Metric 1c: 98% average daily attendance rate  Metric 1d: Incentives for character and attendance
-------------------	--

Goal Applies to:	Schools: Graton Elementary Applicable Pupil Subgroups: All
------------------	---

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	1. Continue to implement two fine arts productions per year and purchase 2,000.00 in instruments 2. Maintain the school garden 3. Maintain Student Leadership program with administration as adviser 4. Maintain a 0% record of suspensions or expulsions 5. Maintain 98% average daily attendance rate 6. Purchase incentives for character and attendance
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase and maintain equipment needed for fine arts and school garden		<input checked="" type="checkbox"/> All OR: _____	Purchase equipment needed 0000: Unrestricted Base 600.00

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase incentives for character and attendance		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase items for incentives 0000: Unrestricted Base 200.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	1. Continue to implement two fine arts productions per year and purchase 2,000.00 in instruments 2. Maintain the school garden 3. Maintain Student Leadership program with administration as adviser 4. Maintain a 0% record of suspensions or expulsions 5. Maintain 98% average daily attendance rate 6. Purchase incentives for character and attendance
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase and maintain equipment needed for fine arts and school garden		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Purchase equipment needed 0000: Unrestricted Base 600.00

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase incentives for character and attendance		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase items for incentives 0000: Unrestricted Base 200.00
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	1. Continue to implement two fine arts productions per year and purchase 2,000.00 in instruments 2. Maintain the school garden 3. Maintain Student Leadership program with administration as adviser 4. Maintain a 0% record of suspensions or expulsions 5. Maintain 98% average daily attendance rate 6. Purchase incentives for character and attendance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase and maintain equipment needed for fine arts and school garden		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Purchase equipment needed 0000: Unrestricted Base 600.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase incentives for character and attendance		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase incentives 0000: Unrestricted Base 200.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

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



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	The district will establish required conditions of learning as identified under the Williamson Act.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Gratton Elementary  Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Create short and long term improvement and safety plan for playgrounds 2. Maintain 100% of staff as "highly qualified" 3. Adopt and Purchase Mathematics curriculum 4. Articulate Mathematics implementation and progression kindergarten through eighth grade	Actual Annual Measurable Outcomes:	1. Short and long term plan was created for upper and lower grade playgrounds. 2. 100% of the staff is highly qualified. 3. Math curriculum selection and adoption has been delayed for two years. 4. Mathematics implementation and progression kindergarten through eighth grade has been articulated
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase equipment for playground	Purchase or construct structures, materials 0000: Unrestricted Base 2,000.00	Equipment was purchased and playground was constructed.	Actual Expenditures/ No Annual Expenditures 0000: Unrestricted 28,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Purchase Mathematics curriculum or materials	Purchase textbooks 0000: Unrestricted Base 3,000.00	No math curriculum was purchased.	
<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Select staff development opportunities	Conferences, workshops, travel costs, substitutes 0000: Unrestricted Base 1,000.00	Staff have attended multiple in services.	Conferences, workshops, travel costs, substitutes 0000: Unrestricted Base 1,000.00
<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.			
<p>Scope of Service</p> <hr/>		<input type="checkbox"/> All OR: 	

<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The upper grade playground plan has been completed and constructed. The focus will change to the lower grade playground in 2016-2017. The purchase of math curriculum has been put on hold for two years until more viable choices are submitted. Staff development across the entire curriculum will continue.		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	The district will provide a variety of opportunities for parents to provide input to support and guide district goals and guidelines for all populations of students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify																																					
Goal Applies to:	Schools: Gratton Elementary  ----- Applicable Pupil Subgroups: All																																						
Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of meetings as well as events and activities	Actual Annual Measurable Outcomes:	The website has been maintained with current dates, agendas and minutes of meetings as well as events and activities																																				
<b>LCAP Year: 2014-2015</b>																																							
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>																																					
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>																																				
Maintain website	Domain and support fees 0000: Unrestricted Base 400.00	Maintain website	Domain and support fees 0000: Unrestricted Base 20.00																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td></td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2">_ English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	<b>Scope of Service</b>		-----		_ All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td></td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2">_ English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	<b>Scope of Service</b>		-----		_ All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
<b>Scope of Service</b>																																							
-----																																							
_ All																																							
OR:																																							
_ Low Income pupils																																							
_ English Learners																																							
_ Foster Youth																																							
_ Redesignated fluent English proficient																																							
_ Other Subgroups: (Specify)																																							
<b>Scope of Service</b>																																							
-----																																							
_ All																																							
OR:																																							
_ Low Income pupils																																							
_ English Learners																																							
_ Foster Youth																																							
_ Redesignated fluent English proficient																																							
_ Other Subgroups: (Specify)																																							
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or																																							

<p>Gratton Charter. However, actions and services for All students listed above apply.</p>			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The website will continue to be maintained.</p>		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	The district will use data driven information to assess student achievement. This information will be used to make decisions about group and individual student goals both in the classroom and as a district to promote student progress.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Gratton Elementary  Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. 65% of students will achieve proficient or above in both Language Arts and Mathematics 2a. Select and Purchase a Mathematics assessment and intervention program 2b. Create Response to Intervention procedural binder 2c. Include Response to Intervention articulation with regularly scheduled staff meetings	Actual Annual Measurable Outcomes:	1. 65% or more of students are achieving proficient or above on unit tests for both Language and Mathematics 2a. Additional materials for math assessment and intervention have not been found and therefore not purchased. 2b. Response to Intervention procedural binder has been created 2c. Response to Intervention articulation has been added to regularly scheduled staff meetings
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase Response to Intervention Materials  Scope of Service  _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Purchase materials or licences 0000: Unrestricted Base 1,000.00	Additional materials for math assessment and intervention have not been purchased  Scope of Service  _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.			
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The percentage of students achieving at the proficient level on Language Arts and Mathematics unit tests will be raised to 70%. Materials for intervention and assessment in math will continue to be a focus. The response to intervention procedural binder will now be reviewed regularly.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	The district will create, promote and monitor a positive school climate that encourages both student engagement and attendance.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Gratton Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1a. Continue to maintain a 0% record of suspensions or expulsions 1b. Continue to maintain a 98% average daily attendance rate	Actual Annual Measurable Outcomes: 1a. 0% record of suspensions and expulsions have been maintained 1b. 98% average daily attendance rate has been maintained.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase incentives for character and attendance	Purchase items for incentives 0000: Unrestricted Base 200.00	Incentives have been purchased for character and attendance	Purchase items for incentives 0000: Unrestricted Base 200.00
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions			



and services for All students listed above apply.			
Scope of Service		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Incentives for character and attendance will continue.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	In addition to the core subjects, the district will create and provide a wide variety of courses and programs with access for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Gratton Elementary		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1a. Continue to implement two fine arts productions per year 1b. Continue to maintain the school garden 1c. Continue Student Council activities with administration as council advisor 1d. Continue to maintain competitive sports program by assigning teachers as coaches	Actual Annual Measurable Outcomes:	1a. Two fine arts productions have been maintained this year. 1b. School garden has been maintained and expanded. 1c. Student Council has been identified as the "school leadership" team with administration as leadership advisor 1d. Competitive sports program has been maintained with teachers as coaches
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase and maintain equipment needed for programs	Purchase 3 instruments for Band program 0000: Unrestricted Base 600.00 Purchase garden equipment for agricultural program 0000: Unrestricted Base 100.00 Purchase uniforms for competitive sports program 0000: Unrestricted Base 100.00	Equipment was purchased	Instruments were purchased 0000: Unrestricted Base 600.00 Garden equipment was purchased for agricultural program 0000: Unrestricted Base 100.00 Uniforms have been purchased for sports program 0000: Unrestricted Base 100.00
Scope of Service		Scope of Service	
_ All		_ All	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low Income students, English Learners and Foster Youth are not numerically significant populations for Gratton School or Gratton Charter. However, actions and services for All students listed above apply.</p>			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All programs will be maintained. Student Council will change to "Leadership Team." Instrument allocation will be reduced to 2,000 per year. Goal 5 will be combined with Goal 4.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$4,320.00
The above plan provides a description of how the funding will be used to increase student performance.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

.97	%
Although the LEA does not meet a total of 30 student criteria for English Learners, and FRPM, or the 15 student criteria for Foster, the above plan describes how the LEA will increase student achievement for those populations it does have.	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00
Base	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00
0000: Unrestricted	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00
0000: Unrestricted	Base	8,400.00	2,020.00	7,170.00	32,170.00	3,920.00	43,260.00

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).