

**Introduction:**

**LEA:** Gratton Charter School **Contact (Name, Title, Email, Phone Number):** Shannon Sanford, Superintendent, [ssanford@grattonschool.net](mailto:ssanford@grattonschool.net), 209 632-0505 **LCAP Year:** 2016-2017

### ***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 22 students and Gratton Charter serves 118. The English Learner population of students is 3.57 percent combined for both schools and the Free and Reduced population of students is 9.28 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>Consultations to create LCAP goals were made with all stakeholders on a regular basis throughout the year. The specific groups and times are listed below:</p> <p>The Board was consulted monthly from January 2016 to May 2016.</p> <p>The Site Council*, including staff, was consulted quarterly from October 2015 to May 2016.</p>	<p>Consultations with stakeholders resulted in an emphasis on the structure and deeper focus of the current LCAP goals. Stakeholders agreed to revise goals to add greater detail and consolidate. Stakeholders agreed to put parameters in place for future additions to both the Strategic Plan and the LCAP. Parameters included the "pillars of focus" listed below:</p> <p>The pillars of focus agreed upon were:</p> <ol style="list-style-type: none"> <li>1. Teaching Standards</li> </ol>

<p>The Parent Teacher Club was consulted bi-monthly from October 2015 to May 2016.</p> <p>The student leadership team was consulted bi-monthly from October 2015 to May 2016.</p> <p>* 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.</p>	<p>2. Close Achievement Gap for All</p> <p>The areas to be examined for improvement were:</p> <ol style="list-style-type: none"> <li>1. Curriculum Alignment-textbooks and supplemental materials</li> <li>2. Execution of Instruction- methods of delivery and assessment</li> <li>3. Intervention/Extension- procedures, programs</li> </ol> <p>All stakeholders agreed that current and future suggested goals and actions for the Strategic Plan or LCAP must address teaching standards or closing the achievement gap first, then be able to be sorted under curriculum alignment, execution of instruction or intervention/extension.</p> <p>Stakeholders discussed a need for greater detail in the description of actions under goals. Existing actions were modified to include names of specific programs.</p> <p>Stakeholders discussed lack of firm, measurable metrics mainly due to the first time around with the LCAP. All felt they had a better understanding to create metrics in the future. Current metrics were modified.</p> <p>Detailed decisions from stakeholders' review of results reported are listed below in the Annual Update Section.</p>
<p><b>Annual Update:</b></p> <p>Consultations for review of the LCAP goals were made with all stakeholders on a regular basis throughout the year. The specific groups and times are listed below:</p> <p>The Board was consulted monthly from January 2016 to May 2016.</p> <p>The Site Council*, including staff, was consulted quarterly from October 2015 to May 2016.</p> <p>The Parent Teacher Club was consulted bi-monthly from October 2015 to May 2016.</p>	<p><b>Annual Update:</b></p> <p>Goal 1:</p> <ol style="list-style-type: none"> <li>1. Each staff member attended a variety of trainings, through the Stanislaus County Office of Education, designed to support the core curriculum.</li> <li>2. The district required and provided STEAM training and Number Talks training to the staff.</li> <li>3. The decision to adopt new Language Arts and Math curriculum has been put on hold until 2017-2018. Teachers will continue to supplement current curriculum while monitoring adoption results in other districts. Teachers are beginning to see the need for new curriculum to address the critical, deeper thinking and reasoning, as well as a variety of instructional deliver methods.</li> </ol>

The student leadership team was consulted bi-monthly from October 2015 to May 2016.

\* 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

Goal 2:

1. The district has gone paperless with communication to clients. Emails and the district website have been used as the main form of communication with clients for both the office and the classroom. There have been no complaints from clients.
2. The Customer Satisfaction Survey content has been augmented and targeted to illicit more detailed information needed.

Goal 3:

1. SBAC results for Language Arts were 65% of students meeting or exceeding the standard. Results for Math were 60% of students meeting or exceeding the standard. Results were significantly higher than other county districts and most districts in California, but still not at the 70 to 75% goal. The break down of scores is needed with formal and informal testing from each classroom throughout the year. The staff will be discussing how to fill that need and breaking down the steps to achieve the overall goal of 70 to 75% meeting or exceeding the standard.
2. Three out of our five English Learners were reclassified from CELDT scores. The remaining two out of the five made progress with an average increase of 32 points. We estimate they will both be very close to being reclassified in third grade next year which is within our goal.
3. The district piloted Success Maker in second and third grades (computer adaptive intervention program for both Language Arts and Math) and Cracking the Code in sixth grade (direct instruction program for intervention with phonics and writing.) Results are still pending as they will be analyzed at the end of the current year. If data shows an statistically significant increase in learning, these programs will be rolled out throughout the grades to targeted intervention students.
4. Discussions and goals will continue regarding curriculum alignment, piloting intervention and enrichment programs, analyzing results and a variety of instructional delivery methods. Intervention programs from Edmentum will be piloted in fourth and fifth grade classrooms.

Goal 4:

1. All needs have been met for this goal without much action. To maintain and monitor with metrics, the goal was folded into Goal 1 for future reference.



## 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 and implement required conditions of learning as identified under the Williamson Act that includes creating, promoting and monitoring a positive school climate with access to a wide variety of courses and programs that encourage both student engagement and attendance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	<p>Need 1: Maintain 100% rate of highly qualified teachers and access for all students including English Learners to standards-aligned materials</p> <p>Metric 1: Certificated credentials and standards-aligned materials, purchase of standards aligned materials that also serve English Learners</p> <p>Need 2: The district will contract with Stanislaus County Office of Education for 2 to 4 half day STEAM and or math training for 2016-17 and language arts for 2017-18, 2018-19</p> <p>Metric 2: 100% of staff attend district sponsored staff development</p> <p>Metric 3: Maintain safety of all facilities and monitor completed monthly Facilities Inspection Checklist</p> <p>Metric 4: Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate</p> <p>Gratton Charter serves students in kindergarten through eighth grade. High School metrics are not applicable.</p>
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Goal Applies to:	Schools: Gratton Charter	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials 2. 100% of staff will attend the district sponsored inservices. 3. Continue to maintain safety of facilities with the Facilities Inspection Checklist 4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will provide 2 to 4 STEAM and math training	LEA Wide	<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)	Contract fees 5800: Professional/Consulting Services And Operating Expenditures Base 3,000.00
Facility repairs	LEA Wide	<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)	Facility repairs 5000-5999: Services And Other Operating Expenditures Base 3,000.00
		<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: 2017-2018**

Expected Annual Measurable Outcomes:	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials 2. 100% of staff will attend the district sponsored inservices 3. Continue to maintain safety of facilities with the Facilities Inspection Checklist 4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will provide 2 to 4 language arts trainings	LEA Wide	<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)	Contract fees 5800: Professional/Consulting Services And Operating Expenditures Base 3,000.00
Facility repairs	LEA Wide	<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)	Facility repairs 5000-5999: Services And Other Operating Expenditures Base 3,000.00
Purchase Language Arts curriculum	LEA Wide	<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 textbooks 4000-4999: Books And Supplies Base 3,000.00 Review of publishers 1000-1999: Certificated Personnel Salaries Base 800.00

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials 2. 100% of staff will attend the district sponsored inservices 3. Continue to maintain safety of facilities with the Facilities Inspection Checklist 4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will provide 2 to 4 language arts trainings	LEA Wide	<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)	Contract fees 5800: Professional/Consulting Services And Operating Expenditures Base 3,000.00
Facility repairs	LEA Wide	<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)	Facility repairs 5000-5999: Services And Other Operating Expenditures Base 3,000.00
Purchase Math curriculum	LEA Wide	<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 text books 4000-4999: Books And Supplies Base 3,000.00 Review publishers 1000-1999: Certificated Personnel Salaries Base 800.00

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

GOAL 2:	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
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Identified Need :	Metric 1: Continue to post all meeting agendas and meeting minutes from the Board, School Site Council, and the Parent Teacher Club to the district website.  Metric 2: Continue to distribute State of the District report to clients and mail to new address list for community yearly  Need 3: Convert Customer Satisfaction Survey to a digital format to encourage 60% return rate, and continue to distribute every two years  Metric 3: Computer based survey with 60% return rate
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Goal Applies to:	Schools: Gratton Charter Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of LCAP meetings 2. Print and mail State of the District Report yearly 3. Convert Customer Satisfaction Survey to computer based and survey every two years
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain website	LEA Wide	<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 5800: Professional/Consulting Services And Operating Expenditures Base 80.00 Update information 2000-2999: Classified Personnel Salaries Base 210.00 Update information 1000-1999: Certificated Personnel Salaries Base 300.00



		(Specify)	
Print and mail State of the District report to clients and community	LEA Wide	<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 fees 5800: Professional/Consulting Services And Operating Expenditures Base 300.00 Postage 5900: Communications Base 112.50 Review and revise report 1000-1999: Certificated Personnel Salaries Base 175.00

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of LCAP meetings 2. Print and mail State of the District Report yearly 3. Convert Customer Satisfaction Survey to computer based and survey every two years
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain website	LEA Wide	<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 5800: Professional/Consulting Services And Operating Expenditures Base 80.00 Update information 2000-2999: Classified Personnel Salaries Base 210.00 Update information 1000-1999: Certificated Personnel Salaries Base 300.00
Mail State of the District Report to clients and community	LEA Wide	<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 fees 5800: Professional/Consulting Services And Operating Expenditures Base 300.00 Postage 5900: Communications Base 112.50 Review and revise report 1000-1999: Certificated Personnel Salaries Base 175.00

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes: 1. Maintain website with current dates, agendas and minutes of LCAP meetings  
2. Print and mail State of the District Report yearly

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain domain	LEA Wide	<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)	Maintain domain 5800: Professional/Consulting Services And Operating Expenditures Base 80.00 Update information 2000-2999: Classified Personnel Salaries Base 210.00 Update information 1000-1999: Certificated Personnel Salaries Base 300.00
Mail State of the District Report to clients and community	LEA Wide	<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 fees 5000-5999: Services And Other Operating Expenditures Base 300.00 Postage 5900: Communications Base 112.50 Review and revise report 1000-1999: Certificated Personnel Salaries Base 175.00
Convert Customer Satisfaction Survey to computer based	LEA Wide	<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)	Convert survey to computer based 5800: Professional/Consulting Services And Operating Expenditures Base 800.00 Review and Advise 1000-1999: Certificated Personnel Salaries Base 300.00

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

GOAL 3:	The district will use data driven information to assess student achievement. 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 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>Need 1:                  Increase achievement for all regular education and English Learner students based on annual CAASPP scores, SBAC Interim scores and classroom benchmark testing for language arts and math</p> <p>Metric 1:                  80% of all third through eighth grade students will score at the least 70% (meeting the standard) or above (exceeding the standard) in both language arts and math</p> <p>Need 2:                  All English Learners will make progression each year toward English proficiency and be reclassified by fourth grade according to scores from the annual CELDT Test and CAASPP testing.</p> <p>Metric 2:                  CELDT and CAASPP scores</p> <p>Need 3:                  Improve Response to Intervention program with materials, procedures and articulation</p> <p>Metric 3a:                  Pilot Khan Academy, Success Maker, Edmentum, iready programs</p> <p>Metric 3b:                  Refine procedures for Response to Intervention program</p> <p>Need 4:                  Create an enrichment menu of activities or courses for students at all learning levels with an emphasis on those who have exceeded the standard</p> <p>Metric 4:                  List of enrichment activities and courses</p> <p>Need 5:                  Integrate STEAM delivery of instruction throughout the curriculum</p> <p>Metric 5:                  At least twice a month, teachers will use the STEAM delivery method of instruction</p>
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Gratton Elementary serves students in kindergarten through eighth grade. High School metrics are not applicable.  
 API is 889 and frozen

Goal Applies to: Schools: Gratton Charter  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:  
 1. 75% of students will achieve Proficient or above in both Language Arts and Mathematics  
 2. All English Learners will make progress each year and be reclassified by fourth grade  
 3a. Pilot Mathematics and Language Arts assessment and intervention programs  
 3b. Continue to review and add to the Response to Intervention procedural binder  
 4. Create list of current enrichment offered throughout the curriculum for all. Implement or purchase other options for those students who have exceeded the standard.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot intervention and enrichment materials and programs	LEA Wide	<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 licences 4000-4999: Books And Supplies Base 2,400.00 Research/Review/Monitor 1000-1999: Certificated Personnel Salaries Base 2,400.00

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	1. 80% of students will achieve Proficient or above in both Language Arts and Mathematics 2. All English Learners will make progress each year and be reclassified by fourth grade 3a. Pilot Mathematics and Language Arts assessment and intervention programs 3b. Continue to review and add to the Response to Intervention procedural binder 4. Create list of current enrichment offered throughout the curriculum for all. Implement or purchase other options for those students who have exceeded the standard.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase intervention and enrichment programs	LEA Wide	<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 licenses 4000-4999: Books And Supplies Base 2,400.00 Research, review, monitor results 1000-1999: Certificated Personnel Salaries Base 2,400.00

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	1. 80% of students will achieve Proficient or above in both Language Arts and Mathematics 2. All English Learners will make progress each year and be reclassified by fourth grade 4. Implement or purchase options for enrichment for those students who have exceeded the standard.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain intervention and enrichment programs	LEA Wide	<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)	Maintain license of programs 5000-5999: Services And Other Operating Expenditures Base 2,400.00 Monitor results 1000-1999: Certificated Personnel Salaries Base 2,400.00

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 checked="" 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 Charter ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Maintain 100% of staff as "highly qualified" and maintain access for all students to standards-aligned materials 2. Purchase supplemental materials across the curriculum to support Common Core strategies 3. Provide staff development opportunities addressing Common Core strategies 4. Maintain evaluation and safety of facilities monthly with the Facilities Inspection Checklist	Actual Annual Measurable Outcomes: 1. 100% of staff is highly qualified 2. Supplemental materials have been purchased as needed 3. All staff have participated in STEAM and Google Apps for Education training as well as a variety of others that have been of their own choosing. As a result, the first Annual Family STEAM Night was implemented with well over 50% of Gratton families attending. Over half of the staff are using Google Apps with their students. The other half continues to implement Google Apps in smaller pieces as they become more skilled. Number Talks training is scheduled for May this year. Discussions at staff meetings have centered around workshops that individuals have attended as well as STEAM activities that are being implemented in the classroom and Google Apps applications discovered or currently being used. Teachers are sharing pros and cons as well as new an innovative ideas on the above subjects. 4. Facilities are safe	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase supplemental materials across the curriculum	Purchase materials 0000: Unrestricted Base 1,000.00	Purchase supplemental materials across the curriculum	Purchase materials 4000-4999: Books And Supplies Base 800.00
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
Select staff development opportunities	Conferences, workshops, travel, substitutes 0000: Unrestricted Base 1,000.00	Select staff development opportunities	Conferences, workshops, travel fees 5800: Professional/Consulting Services And Operating Expenditures Base 3,000.00 Substitute service fees 1000-1999: Certificated Personnel Salaries Base 1,600.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The decision was made to narrow the focus with staff development to STEAM program development and math strategies while continuing an emphasis on intervention strategies across the curriculum in all grades. The district will contract with Stanislaus County Office of Education to schedule two to four minimum day STEAM and math strategy inservices for 2016-2017.</p> <p>The decision to adopt new Language Arts and Math curriculum has been put on hold until 2017-2018. Teachers will continue to supplement current curriculum while monitoring adoption results in other districts. The staff expressed a stronger need for new curriculum to address the critical, deeper thinking and reasoning, as well as a variety of instructional deliver methods; however, they agreed it was best to wait to hear implementation reviews from other districts.</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 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 Charter ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Maintain website with current dates, agendas and minutes of LCAP meetings 2. Administer Customer Satisfaction Survey 3. Continue to distribute State of the District Report	Actual Annual Measurable Outcomes: 1. Website was maintained 2. Customer Satisfaction Survey will be administered in May 3. State of the District Report was distributed to all clientele as well as mailed to the community within the district boundaries	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain website	Domain and support 0000: Unrestricted Base 20.00	Maintained website	Domain and support 5800: Professional/Consulting Services And Operating Expenditures Base 80.00  Update information 2000-2999: Classified Personnel Salaries Base 240.00  Update information 1000-1999: Certificated Personnel Salaries Base 300.00
Scope of Service	LEA wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Mail State of the District Report to clients and community	Copy and mailing fees 0000: Unrestricted Base 100.00	Mailed State of the District Report to clients and community	Copy fees 5800: Professional/Consulting Services And Operating Expenditures Base 300.00 Postage 5900: Communications Base 120.00 Review and revise report 1000-1999: Certificated Personnel Salaries Base 300.00
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Stakeholders felt that the website has worked well to disperse information and invite participation as there have been no complaints and there continues to be strong participation at Gratton events. It was decided to continue to identify families each year, through a survey, who do not have access to the internet and to continue sending hard copies of calendars and announcements home to them. This year there were three families identified out of 100.</p> <p>The Customer Satisfaction Survey will not be distributed until May of this year. All data and suggestions will be included in the next LCAP cycle.</p> <p>This is the third year for the State of the District to be distributed. Information in the document follows headings on the website providing current information on the following:</p> <ol style="list-style-type: none"> <li>1. Letter from the Superintendent</li> <li>2. Description of Gratton Elementary and Gratton Charter</li> <li>3. Mission and Vision Statements</li> <li>3. Programs and Curriculum</li> <li>4. Finance</li> <li>5. Advisory Committees</li> <li>6. Facilities</li> <li>7. Student Achievement</li> <li>8. Safety</li> </ol> <p>There were no additions suggested to the State of the District document. Stakeholders reported favorable comments.</p>		

	Administration reported less inquiries being made to the office and stakeholder discussions have become much more focused and streamlined because of information distributed.
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**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 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Gratton Charter ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. 70% of students will achieve proficient or above in both Language Arts and Mathematics 2. All English Learners progress each year and will be reclassified by fourth grade 3a. Review and evaluate current Mathematics and Language Arts assessment and intervention programs 3b. Review and add to the Response to Intervention procedural binder 3c. Continue to include Response to Intervention articulation with regularly scheduled staff meetings	Actual Annual Measurable Outcomes: 1. 65% of students met or exceeded the standard for Language Arts on the SBAC. 60% of students met or exceeded the standard for Math on the SBAC. 2. 3 out of 5 English Learners were reclassified on the CELDT, the remaining 2 students showed an average improvement of 32.5 points. 3a. We are piloting Successmaker (computer adaptive intervention) for both Language Arts and Math in second and third grades. We are piloting Crack the Code (direct instruction program) for phonics and writing intervention in sixth grade. 3b and 3c. Response to Intervention policy and procedures have been reviewed at designated staff meetings.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Evaluate and add to response to intervention materials	Purchase materials or licences 0000: Unrestricted Base 1,000.00	Piloted Successmaker and Crack the Code	Purchased pilot programs 4000-4999: Books And Supplies Base 3,0400.00  Reviewed results 1000-1999: Certificated Personnel Salaries Base 1,600.00
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>SBAC results for Language Arts were 65% of students meeting or exceeding the standard. Results for Math were 60% of students meeting or exceeding the standard. Results were significantly higher than other county districts and most districts in California, but still not at the 70 to 75% goal. The break down of scores is needed with formal and informal testing from each classroom throughout the year. The staff will be discussing how to fill that need and breaking down the steps to achieve the overall goal of 70 to 75% meeting or exceeding the standard.</p> <p>Three out of our five English Learners were reclassified from CELDT scores. The remaining two out of the five made progress with an average increase of 32 points. We estimate they will both be very close to being reclassified in third grade next year which is within our goal. Intervention pilots will be beneficial to increase this rate.</p> <p>The district piloted Success Maker in second and third grades (computer adaptive intervention program for both Language Arts and Math) and Cracking the Code in sixth grade (direct instruction program for intervention with phonics and writing.) Results are still pending as they will be analyzed at the end of the current year. If data shows an statistically significant increase in learning, these programs will be rolled out throughout the grades to targeted intervention students.</p> <p>Discussions and goals will continue regarding curriculum alignment, piloting intervention and enrichment programs, analyzing results and a variety of instructional delivery methods. Intervention programs from Edmentum will be piloted in fourth and fifth grade classrooms.</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 4 from prior year LCAP:	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		
Goal Applies to:	Schools: Gratton Elementary Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Continue to implement two fine arts productions per year and purchase 2,000.00 in instruments</li> <li>2. Maintain the school garden</li> <li>3. Maintain Student Leadership program with administration as adviser</li> <li>4. Maintain a 0% record of suspensions or expulsions</li> <li>5. Maintain 98% average daily attendance rate and a 0% chronic absenteeism rate</li> <li>6. Maintain 0% junior high drop out rate</li> <li>7. Purchase incentives for character and attendance</li> </ol>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Actual Annual Measurable Outcomes:</td> <td> <ol style="list-style-type: none"> <li>1. Fine Arts was implemented and \$2,000.00 was allocated.</li> <li>2. School Garden was maintained</li> <li>3. Student Leadership program was maintained by administration</li> <li>4. A 0% rate of suspensions and expulsions was maintained</li> <li>5. A 98% average daily attendance rate and 0% chronic absenteeism rate were maintained</li> <li>6. A 0% junior high drop out rate was maintained</li> <li>7. Incentives for character and attendance program were purchased</li> </ol> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Fine Arts was implemented and \$2,000.00 was allocated.</li> <li>2. School Garden was maintained</li> <li>3. Student Leadership program was maintained by administration</li> <li>4. A 0% rate of suspensions and expulsions was maintained</li> <li>5. A 98% average daily attendance rate and 0% chronic absenteeism rate were maintained</li> <li>6. A 0% junior high drop out rate was maintained</li> <li>7. Incentives for character and attendance program were purchased</li> </ol>
Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Fine Arts was implemented and \$2,000.00 was allocated.</li> <li>2. School Garden was maintained</li> <li>3. Student Leadership program was maintained by administration</li> <li>4. A 0% rate of suspensions and expulsions was maintained</li> <li>5. A 98% average daily attendance rate and 0% chronic absenteeism rate were maintained</li> <li>6. A 0% junior high drop out rate was maintained</li> <li>7. Incentives for character and attendance program were purchased</li> </ol>			
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase and maintain equipment needed for fine arts and school garden	Purchase equipment needed 0000: Unrestricted Base 600.00	Equipment was purchased for the fine arts and garden programs	Equipment purchase 4000-4999: Books And Supplies Base 2,400.00	
Scope of Service	LEA Wide	Scope of Service	LEA Wide	
<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 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)		

_ Other Subgroups: (Specify)			
Purchase incentives for character and attendance		Purchase items for incentives 0000: Unrestricted Base 200.00	Incentives were purchased for character and attendance programs Incentives purchased 4000-4999: Books And Supplies Base 1,200.00
Scope of Service	LEA Wide		Scope of Service LEA Wide
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X 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?	Two productions for Fine Arts were implemented and two instruments were purchased for the school band with the money allocated. It was decided that the two productions will continue per year and the money to purchase instruments will continue.  Each teacher was assigned a plot in the school garden that was maintained throughout the school year. It was agreed that those assignments would continue.  Student Leadership program was maintained by administration, but augmented to include only four, teacher recommended students. Projects have been streamlined to fit the teams capabilities and leadership budget.  Incentives for character and attendance will continue to be purchased to maintain the following: 1. 0% rate of suspensions and expulsions 2. 98% average daily attendance rate and 0% chronic absenteeism rate 3. 0% junior high drop out rate was maintained  It was agreed that this goal would be consolidated with goal number one to monitor metrics in listed above, 1-3.		

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:	<u>\$9,812.00</u>
The district receives minimal supplemental grant funding and no concentration grant funding due to its enrollment of 0 foster students, 2 English learners and 9 free and reduced students out of 118 students total.	
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.

1.15	%
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	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Funding Sources	3,920.00	42,340.00	15,227.50	15,777.50	16,877.50	47,882.50
Base	3,920.00	42,340.00	15,227.50	15,777.50	16,877.50	47,882.50

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Expenditure Types	3,920.00	42,340.00	15,227.50	15,777.50	16,877.50	47,882.50
0000: Unrestricted	3,920.00	0.00	3,250.00	0.00	0.00	3,250.00
1000-1999: Certificated Personnel Salaries	0.00	3,800.00	2,875.00	3,675.00	3,975.00	10,525.00
2000-2999: Classified Personnel Salaries	0.00	240.00	210.00	210.00	210.00	630.00
4000-4999: Books And Supplies	0.00	34,800.00	2,400.00	5,400.00	3,000.00	10,800.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	3,000.00	3,000.00	5,700.00	11,700.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	3,380.00	3,380.00	3,380.00	3,880.00	10,640.00
5900: Communications	0.00	120.00	112.50	112.50	112.50	337.50

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Expenditure Types	All Funding Sources	3,920.00	42,340.00	15,227.50	15,777.50	16,877.50	47,882.50
0000: Unrestricted	Base	3,920.00	0.00	3,250.00	0.00	0.00	3,250.00
1000-1999: Certificated Personnel Salaries	Base	0.00	3,800.00	2,875.00	3,675.00	3,975.00	10,525.00
2000-2999: Classified Personnel Salaries	Base	0.00	240.00	210.00	210.00	210.00	630.00
4000-4999: Books And Supplies	Base	0.00	34,800.00	2,400.00	5,400.00	3,000.00	10,800.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	3,000.00	3,000.00	5,700.00	11,700.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	3,380.00	3,380.00	3,380.00	3,880.00	10,640.00
5900: Communications	Base	0.00	120.00	112.50	112.50	112.50	337.50

**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).