Local Control Accountability Plan and Annual Update (LCAP)

Griffin Academy Middle School LCAP: 2019-2020

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Background: Griffin Academy Middle School (GMS) opened in August of 2018 to 136 6th and 7th grade students chosen by lottery in March of this year. The school was chartered in response to significant community demand, with several hundred 6th graders on the wait list for Mare Island Technology Academy each year.

Demographics of the student population: The demographic composition of these students is shown in the chart below.

2018-2019 Disaggregated Enrollment for Race/Ethnicity: Griffin Academy Middle School

Grade	Total	AfriAmer	AI/PacIsl	Asian	Filipino	Hispanic	White	2+/NR
6	88	29	2	1	15	22	10	9
7	48	11	0	2	5	19	4	7
8								
All	136	29%	2%	2%	15%	30%	10%	12%

Source: CDE

GMS strives to maintain a population composition similar to that of the District; however, due to the legal mandate for a lottery, MIT-MS cannot control the percentage of race/ethnicity represented in the population. Nor is comparison particularly easy, as schools tend to reflect their neighborhoods.

Indeed, GMS has virtually the same percentage of African-American, Pacific Islander, Asian, and Filipino students as VCUSD middle schools. The difference in Hispanic student counts may be in the relatively high 2+ races/ethnicities reported at Griffin.

2018-2019 Disaggregated Enrollment for Race/Ethnicity: VCUSD and Griffin Academy Middle School

Middle Schools	# students	African Amer	AI/AN/ PacIsland	Asian	Filipino	Hispanic	White	2+/NR
Franklin MS	593	31%	3%	2%	7%	49%	6%	2%
Hogan MS	869	28%	2%	3%	22%	33%	9%	3%
Solano MS	477	29%	3%	2%	17%	40%	4%	5%
VCUSD: MS aggregate	1939	29%	3%	2%	16%	40%	6%	4%
GMS	136	29%	2%	2%	15%	30%	10%	12%

Source: CDE

Other characteristics: The chart below compares GMS and VCUSD in the major non-ethnic/racial demographic characteristics for a middle school: Socio-Economically Disadvantaged (SED: free/reduced meal eligibility, a proxy for poverty); English Learners (EL); and students with disabilities, including 504 (SWD). Chronic absenteeism and suspension rates are not yet available for GMS. In terms of demographics, comparing MIT to aggregate VCUSD data, VCUSD has a higher percentage of SWD, EL, and SED. However, again, MIT-MS is very similar to Hogan MS, with Hogan having a higher percentage of SWD but a lower percentage of EL than MIT, and 6 percentage points greater than MIT for FRPM. MIT is addressing the disparity in FRPM rates by providing a set-aside of 28.6% of lottery slots for 6th grade for adjacent elementary schools with FRPM rates of 80% or above.

2018-2019 Disaggregated Enrollment for Enrollment and 2017-2018 Other Characteristics:

VCUSD and MIT Academy Middle Schools

Middle Schools	# Enrolled	EL*	SWD	SED	Chronic absentees*	Suspen- sion*
Franklin MS	593	25%	13%	82%	33.6%	19.9%

Hogan MS	869	15%	15%	67%	29.0%	16.5%
Solano MS	477	25%	17%	78%	29.0%	15.7%
VCUSD: middle schools aggregate	1939	20%	15%	74%	30.2%	17.4%
Griffin MS	136	16%	6%	61%	NA	NA

Source: CDE   *Note: Statewide data is not comparable in that it includes all students TK-12

GMS/MIT-MS Wait List

Grade	2016	2017	2018	2019
6	72	101	104	51
7	46	48	105	76
8	38	45	64	51
Total	156	194	273	178

Source: GTA records

The wait list for Griffin Academy Middle School and Mare Island Technology Academy Middle School are maintained together. The drop in the wait list in 2019 reflects the fact that Griffin Technology Academies, the Charter Management Organization that serves as an umbrella for MIT-MS, opened a new middle school this year, enrolling 136 6th and 7th graders. Unfortunately, the wait list actually grew by 41 students when the 136 GMS students are taken into consideration.

The GMS Learning Model: The framework for the instructional design in the core academic and technology courses is from Summit Learning; Spanish will be added to this group in 2019-20. The curriculum was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), based on an analysis of the Summit Charter Schools' curriculum, data, and feedback by students, teachers, administrators, and parents. Since 2013, Summit Public Schools has partnered with the Stanford Center for Assessment, Learning, & Equity (SCALE) to develop performance assessment tools and systems that support and build teachers' capacity to build better performance assessments and to implement performance assessment effectively and equitably. MIT Griffin Academy, as a Summit Learning partner school, is the beneficiary of this extensive, research-based curriculum effort.

Summit materials include a Common-Core aligned guide for each subject, with initial diagnostic assessments students take to determine what they already know and what they still need to learn. For each unit, there is an overview and a series of standards-based focus areas, with playlists students choose from to learn the content: guided practice problems, presentations, videos, readings, podcasts, and more. Also available on the Platform is a pool of hundreds of multiple-choice questions from which assessments are randomly constructed, so no two assessments are alike. Students must demonstrate mastery on the assessment to complete the focus area. There are currently more than 700 playlists, with associated assessments. With the approval of the Director, GMS teachers can adjust the playlists for all students or individual students.

Each student has a laptop and a personalized digital dashboard that indicates their progress in each subject: topics they have mastered turn green, those they still need to master are red. Students work on the areas they have chosen with their mentor teacher at their weekly meeting. They work at their own pace, using the playlist options that fit their learning style best. Their mentor teacher tracks their progress, discusses progress during the week informally, and meets weekly one-on-one with each student to formally analyze progress and plan learning activities for the next week.

Approximately 35% of student time in each discipline is spent in the "content knowledge" activities described above. The other ~65% is devoted to "cognitive development" activities in project- and problem-based learning. These projects have been developed by Summit Schools and SCALE and have been subjected to a cycle of continuous improvement by both organizations. Projects are most often collaborative, requiring that students who have mastered the content knowledge be grouped by the instructor to complete the project. Assessment of projects is individual and based on a rubric of cognitive skills that measure such standards-based concepts as "synthesizing multiple sources," "interpreting data/information," or "contextualizing sources." Again, MIT Griffin Academy teachers can adjust projects for individual students, a single group, or an entire class.

Grades for all Summit Learning courses are standards-based and reflective of the ~35%-65% emphasis on content knowledge and project-based learning/cognitive development. Mastery at the $\geq$70% level is required for passing.

Intervention courses are taught 4 days/week and in the after-school program. Electives are taught during the two 1-week intersessions in the fall and spring.

The Griffin Academy (GA) Mission Statement: Griffin Academies' mission is to prepare our diverse student body for success in college, careers, and civic engagement. Students graduate from GA with the knowledge, skills, and habits to succeed in college and to be thoughtful and contributing citizens.

The GA Experience: To achieve this mission, we have adopted the following principles, which are the foundation for our expectations and decisions.

1. We build and maintain respect, accountability, and strong relationships. At GA, student physical and emotional well-being is a priority, and our school is rooted in care and affection.
   - GA learners build secure attachments with their mentor, teachers, school director, and peers.
   - GA learners and staff build strong relationships and community structures to prevent harm.
   - GA learners and staff accept all individuals unconditionally even when not accepting actions and behaviors that harm the community.
   - GA learners take accountability for their actions and repair any harm done, prevent future misconduct, and restore relationships among community members impacted.
   - GA learners learn from their mistakes.

2. We develop self-directed learners who have the habits required to reach their potential. At GA, we are successful when our students grow academically, cognitively, socially, and emotionally. Our 16 key Habits of Success produce the skills, patterns, and knowledge that allow all students to reach their potential. When a student is struggling, we use a clear intervention system, with the student and family, to diagnose the needs and develop a support plan.
   - Students actively use the platform tool to guide their personalized learning.
   - Students set and monitor progress on appropriate short-term goals. They can explain the purpose of the task they are working on and how it contributes to their long-term goals.
   - Students seek help. If they have tried to answer a question themselves and still need help, they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate.
   - Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

3. We build and maintain peace and safety in our community.
   - Students and staff operate safely and responsibly.
     - Students arrive to school early and are seated in their first period class on time.
     - Students follow their assigned schedule at all times.
     - Students stay in supervised locations on campus.
     - On their way to and from school, students make sure their parents know where they are at all times.
   - We respect the physical boundaries of others.
     - Students engage in respectful, school-appropriate physical contact (handshakes, high-fives, etc).
     - Students ask for and wait for permission before touching the personal property of others.

4. We create a focused, joyful, and community-centered learning environment where teachers and students establish and honor clear routines and procedures.
   - GA learners understand the value of and follow the school's norms, routines, and expectations.
   - When expectations are not met, GA learners and teachers intervene and hold the community accountable for meeting the expectations.
   - Students are accountable for creating the community-centered learning environment
     - They arrive prepared and follow the directions promptly and respectfully.
     - They internalize classroom routines and expectations and follow these routines with minimal teacher support.
     - They maintain a productive working environment, avoid or ignore distractions. follow norms for collaboration, stay on task, and encourage peers to stay on task.
     - Students use technology appropriately and responsibly for academic purposes.
     - Students see the classroom as a safe haven from which they can take interpersonal and academic risks, encourage their classmates, and offer help to peers.

5. We build secure attachments within our close-knit community.

- All GA learners have a regular, one-to-one check-in when their mentor coaches them through the self-directed learning cycle:
    - reflection on the previous week's work and results,
    - goal-setting for the following week,
    - discussion of how these short-term goals align with long-term goals, and
    - creation of a specific plan to achieve the next week's short-term goals.
- During Leadership class, Summit Learners engage in activities and discussions focusing on:
    - Community and academic belonging,
    - Diversity and equity,
    - Stories of self,
    - Core characteristics,
    - Conflict resolution,
    - College readiness, and
    - Habits of success.

6. We create a foundation of equity in our diverse community. We believe that everyone benefits from being an active participant in a diverse and multicultural community that expects and supports the success of all.
- GA purposefully works to reflect the full diversity of Vallejo in our student bodies.
- GA learners and teachers value multiple experiences, backgrounds, and perspectives and work to implement community norms and practices that promote respect, understanding, and inclusion. Students use respectful and school-appropriate language.
- GA builds understanding and empathy among all members of the community.
    - Students ask appropriate questions that deepen knowledge of others' backgrounds and interests.
    - Students seek to understand the perspectives of others.
    - Students think about how their actions will affect others before they act.
- Students and staff support each other and leave no Griffin behind.
    - Students go out of their way to be kind to others.
    - Students actively seek opportunities to help a peer who is struggling.
    - Students alert a faculty member if someone needs more intensive help.

7. We promote college, career, and civic engagement readiness. GA prepares all students for success in college. While not every student may choose this path, all will graduate with the option, and all will become thoughtful, contributing members of society. GA focuses on four elements to ensure this preparation: cognitive skills, content knowledge, habits of success, and real-life experiences.
- *Cognitive Skills* are the higher-order thinking skills that students need to solve complex problems, like asking questions and interpreting data. Summit Learning's 36 cognitive skills enable students to be successful in both known and unknown situations.
    - Cognitive skills are taught, practiced, and assessed through project-based learning: authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.
    - GA defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas, so students can see the connections between classes and track their growth across time.
- *Content Knowledge* is the set of facts and information fundamental to understanding our world. Students learn content in different ways and at different speeds.
    - GA students have access to and the choice of a wide variety of resources to help them learn relevant content through videos, slideshows, websites, readings, and practice activities.
    - Content knowledge is assessed through online, on-demand, multiple-choice content assessments. Students request to take an assessment when they think they have mastered the material, and the teacher agrees. If they don't pass, they can study and re-take or opt for a break by moving to another content area.
- *Habits of Success* describe the ways we relate to ourselves, others, and the world around us through, for example, self-direction (taking the initiative in navigating toward goals), curiosity (desire to engage and understand the world), and civic identity (belonging to and participating in communities).
    - GA's foundational habits include those that are important for college, career readiness, and community engagement. All can be learned, so students (and adults) can get better at them with practice.
    - Habits of Success are addressed daily in Leadership and weekly in student-mentor interactions. Project Time, Self-Directed Learning Time, and Expeditions provide additional opportunities to practice and get feedback.

- o Students work with their mentor to assess progress on Habits of Success, with a special focus on motivational mindsets (growth mindset, sense of belonging, relevance of school) and strategies for self-directed success (self-regulation, self-direction). GTA also conducts school climate surveys annually.
- *Real Life Experiences* help students connect classroom learning—skills, knowledge, and behaviors—to the world around them and help them prepare for careers and a lifetime of civic engagement.
  - o GA provides students real-life experiences through Expeditions elective workshops and courses, academic projects based on real-life scenarios, off-campus field trips, and community/civic involvement activities (25 hours/year required).
  - o Real life experiences prepare students to apply their knowledge and skills to new contexts in college, career, and life, and to all challenges outside education's well-defined parameters.
  - o GA's professional certification programs allow students to complete middle school and high school with professional technology certifications that validate their mastery of skills essential to virtually all careers.
  - o GA's middle school students must complete 25 hours of community service per year as part of civic engagement.

These elements are, in part, delivered and tracked through GA's Summit Learning Platform (SLP), a dynamic online dashboard where students set goals, track their progress, and direct their own learning. The SLP is also the primary way we communicate a student's academic progress with their family. Parents see the same thing that students, mentors, and teachers do: detailed, up-to-date information about their child's projects and assessments, as well as overall grades.

GMS' Goals and Annual Measurable Objectives:

Goal 1: To improve the conditions of learning for students

AMO 1.1 Teacher assignment: >90% of core academic teachers will be assigned in their area of expertise. Met. Due to an unexpected resignation, one of GMS' 5 teachers was not appropriately assigned for one semester.

AMO 1.2 Access to a broad course of study using standards-based curriculum & instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials. Met. Summit Learning curriculum and materials are used for all core classes and is 100% standards-based.

AMO 1.3 Facilities: Facilities will be maintained in good repair, with improvements made each year. The rooms used in the facilities leased from VCUSD had all interiors painted prior to the start of school. Multiple volunteer work parties also cleared the site of excess vegetation, improved signage, and began preparation of classrooms for occupancy next year.

Goal 2: To improve pupil outcomes for all students

AMO 2.1 Academic performance will be demonstrated by the following indicators:
- CAST science scores: results will be >similar scores for Vallejo City USD middle schools. No scores available yet.
- CAASPP math scores: results will be >similar scores for Vallejo City USD middle schools. No scores available yet.
- CAASPP ELA scores: results will be >similar scores for Vallejo City USD middle schools. No scores available yet.
- CDE Dashboard scores for sub-group achievement will show gaps of no more than 2 levels between all students and any sub-group in ELA and in math. No scores available yet.

AMO 2.2. College/career readiness will be demonstrated by the following indicators:
- Completion of >1 industry certification: >50% of promoting 8th graders. No data on promoting 8th graders.
- Completion of >25 community service hours: >35% of all students. No data available yet.

AMO 2.3. EL progress will be demonstrated by the following indicators:
- the percentage of students demonstrating progress on the ELPAC or maintaining at Early Advanced/Advanced status on ELCAP will be > similar scores for Vallejo City USD middle schools *or*
  an increase in the percent of EL students meeting/exceeding projected rate of growth on NWEA MAP. No scores available yet.
- the percentage of EL students re-classified in the previous year > the rate for Vallejo City USD middle schools. No scores available yet.

Goal 3: To improve engagement for all students and parents/guardians

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AMO 3.1 Parent/guardian engagement will be demonstrated by the following indicators:
- Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey. Parent input is formally sought at the monthly GA Advisory Council meetings. Additionally, parent surveys are conducted in the fall, Strategic Planning is conducted in the winter, and LCAP comment is solicited in the spring.
- Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of $\geq$4 on a 5-point scale on the annual survey. This year's survey showed 91% of parents "satisfied" or "very satisfied" with GMS.
- Parent completion of optional, agreed-upon hours: At least 75% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners. Data not available yet.

AMO 3.2 Pupil engagement will be demonstrated by the following indicators:
- Attendance will maintain at $\geq$95% of currently enrolled students. P1 attendance reports show an attendance rate of 97.5%.
- Chronic absenteeism will decrease annually or maintain at $\leq$VCUSD middle school rate. No data is available yet.
- Suspension rates will decrease annually or maintain at $\leq$VCUSD middle school rate. No data is available yet.
- Expulsion rates will decrease annually or maintain at $\leq$VCUSD middle school rate. No data is available yet.
- Middle school drop-out rates will decrease annually or maintain at $\leq$VCUSD middle school rate. No data is available yet.
- Honor Roll: The percentage of students on Honor Roll first semester will increase or maintain at $\geq$35%. Met. First semester honor roll was 57%.
- "F" rate: The percentage of students with $\geq$1 "F" grade for the first semester will decrease or maintain at $\leq$60%. This is not an appropriate indicator for Summit Learning for the first semester, as "F" grades are reserved for end of year only.

LCAP Highlights

- Maintains and supports programs producing excellent results for students and families, such as Summit Learning core academic curriculum, math and reading skill support through Griffins Read and Griffins Compute, extensive staff professional development, competitive compensation, improved facilities, before-and-after school services, summer programs, student recognition, social-emotional support, etc.
- Improves programs that specifically target underperformance in areas critical to the success of unduplicated students, including
  - expanded parent communication,
  - additional EL support for language development,
  - improved intervention methodology and tracking,
  - restructured technology curriculum,
  - greater rigor and differentiated curriculum for Griffins Read and Griffins Computes intervention curriculum,
  - more rigorous policy for math course credit recovery,
  - improved individualized math intervention programming (through Griffins Computes), and
  - increased instructional coaching.

Review of Performance

Greatest Progress

While this is GMS' first year of operation, we are proud of the progress we've made in the following areas:

1) Goal Setting: Rolling out a cross-curriculum platform that is project based. We are working towards building a common language around cognitive skills and rubrics, habits of success, and content standards. Students are able to set goals by identifying the area of growth they want to focus and improve on, targeting daily, weekly, and 6-week timelines.

2) Leadership and SEL: We rolled out a social emotional learning curriculum using Thrively (which is recommended by CASEL, Collaboration for Academic, Social, and Emotional Learning) through our daily morning leadership class. Students in leadership build a sense of community with their teachers and peers, as well as practice the habits of success.

3) Self-Direction: All students have a class called self-directed learning, which is a structured study course, where students received one to one mentoring and learn how to become self-directed learners. Students in this class learn study skills (independent with notes and study guides) and how to conduct collaborative study groups.

Greatest Needs

GMS has no formal year 1 results, so the following reflection of greatest needs is based on staff, student, and parent input and NWEA MAP scores for fall and winter.

Need 1: Monitoring/supporting student attendance and behavior.
We need an additional support staff position to help monitor and track students' attendance (absences and tardies), as well as handle minor disciplinary infractions. Part of this will allow us to do more frequent check-ins with students and parents to understand our school climate and how we can make it more positive and relevant to students to make them want to come to school

Need 2: Instructional Coaching
Because GMS has a young faculty, we need instructional coaching to support teachers as they gain mastery in the fundamentals of teaching (classroom management, engaging and culturally relevant instruction, building relationships, etc.). We need to develop a supported/facilitated teacher prep program to address this gap in experience.

Need 3: Academic Intervention
We need to improve our curriculum for English and math intervention (Griffins Read and Griffins Compute), so that it is better differentiated to meet the spectrum of student need. We also need to track specific data in these classes to monitor student progress and growth. We have flexible intervention time twice per week for all content classes that needs to be expanded. We also need to improve our ability to run workshops that are focused on specific standards.

Performance Gaps

GMS has no data at this time to indicate that performance gaps exist.

Comprehensive Support and Improvement

Not applicable

LCAP Year Reviewed: 2018-19

Goal 1: To improve the conditions of learning for students

Addressing State Priorities:

- Priority 1 Basic
- Priority 2 State Standards
- Priority 7 Course Access

Annual Measurable Outcomes

Expected	Actual
1.1 Teacher assignment: ≥90% of core academic teachers will be highly qualified for their assignment	Met. 90% of core academic teachers were qualified for their assignment. One of the five teachers resigned mid-year and was replaced by a person who did not have a CSET in the subject area.
1.2 Access to a broad course of study using standards-based curriculum instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials	Met. 100% of students had access to a broad course of study using standards-based curriculum and instructional materials.
1.3 Facilities: Facilities will be maintained in adequate repair, resulting in no health or safety issues left unaddressed.	Met. Repairs and up-grading were completed for all classrooms in current use, as well as the bathrooms, cafeteria, offices, and grounds. No issues reported.

Actions / Services

Action 1: Annual Measurable Objective 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• recruiting/hiring highly qualified teachers, including ELD teachers	Completed. 90% were accurately assigned.	$ 753,489	$789,280
• a careful check of academic and professional credentialing prior to assignment	Completed.		

Action 2: Annual Measurable Objective 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• regular materials inventory, including digital subscriptions, licenses, hardware, etc.	Completed.	$ 318,710	231,943
• the annual curriculum-standards audit	Completed.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• timely purchase of needed standards-based materials and equipment	Completed.		
• provision of an adequate number of standards-based classes, including ELD, academic skills support to provide a strong core curriculum	Completed. ELD and math and reading intervention courses were offered.		

Action 3: Annual Measurable Objective 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• regular maintenance and operations to provide a safe and healthy learning environment. Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.	Completed.	$ 323,569	374,179

Goal 2: To improve pupil outcomes for all students

Addressing State Priorities:

- Priority 4 Pupil Achievement
- Priority 8 Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
2.1 Academic performance will be demonstrated by the following indicators:	
• CAASPP/CAST science scores: results will be ≥similar scores for Vallejo City USD middle schools	Data not available.
• CAASPP math scores: results will be ≥similar scores for Vallejo City USD middle schools	Data not available.
• CAASPP ELA scores: results will be ≥similar scores for Vallejo City USD middle schools	Data not available.
• CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math.	Data not available.
2.2. College/career readiness will be demonstrated by	
• Completion of annual volunteer hour requirement: ≥35% of all students	Data not available

• Completion of a CTE certificate: $\geq$10% of 8th grade students promoted	Data not available.

2.3. EL progress will be demonstrated by the following indicators:	
• The percentage of students demonstrating progress on the ELPAC or maintaining at Early Advanced/Advanced status on ELCAP will be $\geq$similar scores for Vallejo City USD middle schools *or* An increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP	Data not available.
• The percentage of EL students re-classified in the previous year $\geq$ the rate for Vallejo City USD middle schools *or* The percentage re-classified will be $\geq$10%	Data not available.

Actions / Services

Action 1: Annual Measurable Objective 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)	Completed. All core courses utilize Summit Learning curriculum, which is aligned with CA State Standards, the Common Core, and NGSS.	All costs were included in 1.1 above	See 1.1 above
• a comprehensive, individualized RtI program (tier 2)	Completed. Rti iis individualized in the programs for Griffin Reads and Griffin Computes.		
• rigorous implementation of additional required courses in technology and physical education	Completed. All courses were offered.		
• an extensive tutoring program	Completed. Peer tutors from MIT-HS assist GMS students in core courses.		
• comprehensive implementation of CCSS, NGSS, and ELD standards	Completed.		
• summer support for EL students	Not yet completed.		
• extensive and intensive monitoring of EL student progress	Partially completed. Intensive monitoring was provided for students in ELD. Those in higher levels were not monitored independently.		
• breakfast, lunch, and dinner programs	Completed.		

• counseling, psychologist, and SpEd services	Completed. Services provided through a contract with Dr. Lesleigh H. Franklin.		
• professional development	Completed. 100% of teachers attended 3 or more professional development sessions.		

Action 2: Annual Measurable Objective 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• all actions cited for Measurable Outcome 2.1 above	See 2.1 above.	All costs were included in 1.1 above	See 1.1 above
• support for student completion of community service	Completed.	.	

Action 3: Annual Measurable Objective 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• provide English 3D for ELD for students testing within the target score range	Completed.	All costs were included in 1.1 above	See 1.1 above
• ensure highly qualified teachers for all ELD classes	Not completed. While staff are credentialed in English, they are not separately credentialed in ELD.	.	
• review NWEA MAP scores for ELs 3 times a year and create intervention plans for students not showing sufficient growth	Completed for the first two testing periods.		
• provide extended day ELD in after school program	Not completed. A summer program will be provided.		

Goal 3: To improve engagement of students and parents/guardians

Addressing State Priorities:

- Priority 3 Parental Involvement
- Priority 5 Pupil Engagement
- Priority 6 School Climate

Annual Measurable Outcomes

Expected	Actual

3.1 Parent/guardian engagement will be demonstrated by the following indicators:	
• Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey. Additionally, parents are encouraged to participate in the monthly GMS Advisory Council.	Completed.
• Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥4 on a 5-point scale on the annual survey.	Met. 90% of parents indicated satisfaction at the proscribed levels on the annual survey.
• Parent completion of optional, agreed-upon hours: At least 75% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners.	Data not available.
3.2 Pupil engagement will be demonstrated by the following indicators:	
• Attendance will maintain at ≥95% of currently enrolled students.	Met. Data to date shows 97.6% attendance.
• Chronic absenteeism will decrease annually or maintain at ≤VCUSD middle school average.	Data not available.
• Suspension rates will decrease annually or maintain at ≤VCUSD middle school average.	Data not available.
• Expulsion rates will decrease annually or maintain at ≤VCUSD middle school average.	Data not available.
• Middle school drop-out rates will decrease annually or maintain at ≤VCUSD high school average	Data not available.
• The percentage of students on Honor Roll first semester will increase or maintain at ≥35%	Met. The percentage of students on the Honor Roll semester 1 was 57%. In an unusual trend, the percentage in the second semester was higher, 67%.
• The percentage of students with ≥1 "F" grade will decrease or maintain at ≤60%	Data not available.

Actions / Services

Action 1: Annual Measurable Objective 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
Parent/family engagement activities		All costs were included in 1.1 above	See 1.1 above
• Regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square	Completed. All communications strategies were implemented.	.	

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• Parent-Teacher Network	Completed. PTN meets monthly.
• Governing Board membership	Completed. The majority of governing board members are current or former GTA parents. One is a current GMS parent
• African-American Parents' Association	Completed. AAPA meets monthly.
• English Learners Advisory Council	Completed. DELAC meets monthly.
• Strategic Planning	Completed. The Strategic Planning process culminated in the group meeting in January.
• Family conferences	Completed. Conferences were held in the first 2 weeks of school.
• Parent events e.g., Ice Cream Social, Back-to-School, etc.	Completed. Held 17 clean up/fix up days; GA Advisory Council (monthly), Family Conference Night after PR1, Weekly Office Hours for all classes, Summit Training Pt. 2, Bingo Night, Coffee and Tea with the Director (monthly)

Action 2: Annual Measurable Objective 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
Student engagement activities		All costs were included in 1.1 above	See 1.1 above
GMS will address attendance/chronic absenteeism through • Recognition for students with good attendance records • Monitoring of students with poor attendance records • Conduct of pre-SARB and SARB meetings, as needed • Establishing early warning systems for chronic absenteeism	Completed. GMS recognizes students with good attendance during the Honor Roll assemblies and small rewards are given. Families of students with 10 absences are sent early-warning letters to avoid chronic absenteeism.	.	
GMS will address middle school drop-outs through • SARB individual plans; • Academic Recovery; • I Try contracts	Completed. GMS has implemented each of the actions described.		
GMS will address positive school climate to increase achievement through: • Professional development (PD) for staff	Completed. GMS staff attended Summit Learning PD in the summer for 4 days, and in fall and spring for 2 days each. The Summit Learning coach came		

- Consistent use of engaging instructional strategies - Frequent, diverse recognition programs - Campus monitoring and safety procedures - Counseling groups - Advisory - Intersession and activities	to the school for 1 PD session. Director has coached in engaging instructional strategies. The school recognizes students who have good attendance, as well as those who gain academic honors. The school has increased a campus safety monitor. Counseling groups addressing a variety of topics, including anger management, depression, and grief meet regularly. Every student has an mentor, with specific times allocated to Leadership class with their mentor. Student activities: Halloween Dance, Fright Fest, V-Day Dance, Winter Dance, Winter Festival, Egg Hunt, Field Day (like X-games), Camping Trip, Exploratorim Field Trip, CSU Maritime Field Trip, Expedition Week.		

Goal 1: To improve the conditions of learning for students

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

All actions/services were implemented.

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

The actions/services for Goal 1 were effective, as demonstrated by the outcomes being fully realized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For 1.1 the difference was generated by higher salary and benefits cost. The differences in 1.2 were the result of budgeted materials and equipment, such as LED smartboards, not being purchased. In addition, the expended amount for Chromebooks was less than originally budgeted. For 1.3 the increased expenditures were caused by a one-time cost for fencing around the school site. The installation of the fence was important to student safety.

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

No changes.

Goal 2: To improve pupil outcomes for all students

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

Almost all of the actions/services planned for 2018-19 were implemented fully. Of all actions, the ones that were only partially completed or not completed concerned services to ELs. In response, GMS will increase monitoring of ELs next year, ensure instruction by an appropriately credentialed teacher, and arrange for ELD support in the after-school program next year.

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

Data is mostly not yet available to determine effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in expenditures were explained in the prior section.

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

GMS will take a more pro-active approach to improving the academic achievement and college preparation of all students and specifically for supplemental/concentration sub-groups. ELs will be provided with additional opportunities to advance in language mastery. This change is evident in the actions/services found in the Goal 2 section of the 19-20 Plan.

Goal 3: To improve engagement of students and parents/guardians

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

All actions/services were implemented.

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

Data is mostly not available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in expenditures were explained in the prior section.

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

GMS will take a pro-active stance on absentees next year, through the hiring of a 1.0 FTE Student Interventionist for the school. While our 98% attendance rate is high and our chronic absenteeism rate appears to be low, every student who is a chronic absentee is missing educational time that is irreplaceable. This position will also handle minor disciplinary infractions, freeing up the time of the Director to do instructional coaching. This change is evident in the actions/services found in the Goal 2 section of the 19-20 Plan.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

To involve the numerous stake holders in establishing priorities for the 2019-20 LCAPs for Mare Island Technology Academy Middle School, MIT Academy High School, and Griffin Academy Middle School (opened August, 2018), the annual Strategic Planning meeting was held on Saturday, January 26, 2018 to gather input, review data, determine progress and set goals, objectives, indicators, and expenditures. This meeting included parents, students, teachers, staff, administrators, ELAC members, African-American Parents Association members, Parent-Teacher Network members, bargaining unit members, Board members, partner businesses and organizations, postsecondary representatives, and community members, including the School Site Council.

Data reviewed included CAASP scores and relative achievement levels of numerically significant sub-groups, NWEA scores, benchmark assessments, Honor Roll and "F" lists, a-g completion rates, graduation rates, student and parent survey results, discipline data (including suspensions and referrals), on-track for graduation data, attendance (regular and after school), RtI assignment and completion rates, English Learner progress, Pyramid of Intervention Tiers 2 and 3 assessment and completion rates, I-Try contract numbers and compliance rates, summer school outcomes, before- & after-school program numbers, numbers and percentages of highly qualified staff, parent hour completion, and other data.

At this meeting, the goals and objectives established last year were reviewed and discussed by the Strategic Planning/Site Council Committee (also serving as the LCAP Committee) with reference to the data described above, and new goals and/or objectives were set for the 5-year Strategic Plan, 2017-18 through 2021-22. General priorities for allocation of Title 1 resources and LCFF target group funding to meet the established goals and objectives were agreed upon.

This draft of the basic Strategic Plan/SPSA plan was then publicly discussed in whole or part during the months of March and April at parent group meetings (African-American Parent Association, District English Learner Advisory Committee, Parent-Teacher Network); Board committee meetings (Personnel, Fiscal/Audit, Curriculum, Facilities/Safety, and Volunteerism/Recruitment) which are attended by parents, bargaining unit representatives, teachers, staff, and teachers. Revisions were incorporated in the Strategic Plan/SPSA, and this became the basis for the LCAP.

Using the goals and objectives from the Strategic Plan/SPSA and the discussions specific to LCFF concentration funding, the 19-20 preliminary budgets were developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all multi-year grant-funded programs.

The LCAP was drafted in April and posted on the Griffin Technology Academies website in English (with Spanish translation available) on May 10, 2019 with requests for comments. All parents were notified via Facebook, the monthly newsletter, and the weekly bulletin of the availability of the document for review and opportunities for comment: in person at the Board's public hearing on the LCAP at the May 14th meeting or via email or hard copy sent to MIT-HS between May 10 and May 31, 2018. Notices of the posting were also sent to all staff, bargaining unit representatives, administrators, and Board members.

Comments received were incorporated in the draft, as indicated below. The final draft was reviewed and approved by the Governing Board at their special meeting on June 25, 2019.

Impact on LCAP and Annual Update

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

The consultations prior to the drafting of the LCAP were fundamental in impacting
- The budgeting of general and supplemental/concentration LCFF funds
- The emphasis on improving math and reading outcomes
- The focus on providing additional services to ELs
- The increase in attention to absenteeism
- The priority for tutoring for our lowest scoring sub-groups
- The pro-active involvement of parents/guardians

The input during the Public Hearing and in the period between May 14 and May 31, 2019 resulted in the following adjustment:

The addition of flexible intervention time, increasing the current 2 hours per week to 4 hours per week, spread across 3 days. Teachers will assign students based on specific standards for tutoring. Students will also be able to assign themselves to specific content areas. This input came from GMS staff.

Goal 1: To improve the conditions of learning for students (Unchanged Goal)

Addressing State Priorities:

- Priority 1 Basic
- Priority 2 State Standards
- Priority 7 Course Access

Identified Need: The need exists to ensure maximal student learning through appropriate teacher assignment, access to instructional materials, adequate facilities, standards implementation, and access of a broad course of study, including core academics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Teacher assignment: >90% of core academic teachers will be assigned in their area of expertise..	See 18-19		90%	>90%
1.2 Access to a broad course of study using standards-based curriculum instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials	See 18-19		100%	100%
1.3 Facilities maintained in good order: no health/safety issues left unaddressed	See 18-19		NA	0 issues

Planned Actions / Services

Action 1.1: Recruit, hire, retain, and assign certificated teachers in their area of expertise (AMO 1.1)

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

Students to be Served: All   **Location(s):** All Schools

2017-18 Actions/Services	2018-19 Actions/Services--unchanged	2019-20 Actions/Services—modified
NA	Recruiting/hiring highly qualified teachers, including ELD teachers	Recruiting/hiring qualified teachers, including ELD teachers, and assigning them in their field of expertise

Year	2017-18	2018-19	2019-20
Amount	N/A	$753,489	$1,580,594
Source	N/A	LCFF, Other state and federal funds	LCFF, Other state and federal funds
Budget Reference	N/A	2018-19 Budget 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional development	2019-20 Budget 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional

Action 1.2: Providing standards-based materials for a broad course of study (AMO 1.2)

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

Students to be Served: All   Location(s): All Schools

2017-18 Actions/Services--unchanged	2018-19 Actions/Services--unchanged	2019-20 Actions/Services—modified
NA	regular materials inventory, including digital subscriptions, licenses, hardware, etc. the annual curriculum-standards audit timely purchase of needed standards-based materials and equipment provision of an adequate number of standards-based classes, including AP, ELD, support, and intervention courses, to provide broad study options hosting a number of community college courses on campus	Purchasing materials, software, hardware, and technology infrastructure to support a broad course of study, including core and intervention courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$318,710	$463,885

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF, Lottery, PCSGP, and other state and federal funds	LCFF, Lottery, and other state and federal funds
Budget Reference	N/A	2018-19 Budget 4000s for all classroom materials, software, hardware, and tech infrastructure and 6000s for all tech infrastructure	2019-20 Budget 4000s for all classroom materials, software, hardware, and tech infrastructure and 6000s for all tech infrastructure

Action 1.3: Providing a safe and well-maintained facility and operation (AMO 1.3)

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

Students to be Served: All

Location(s): All schools

2017-18 Actions/Services	2018-19 Actions/Services--unchanged	2019-20 Actions/Services--modified
NA	renovation or replacement of at least 5% of housing each year until the campus is fully upgraded regular maintenance and operations to provide a safe and healthy learning environment Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.	Providing regular maintenance and safety activities on campus. Conducting an efficient, effective school operation, including all basic services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$323,569	$595,288
Source	N/A	LCFF, PCSGP, and other state and federal funds	LCFF and other state and federal funds

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	2019-20 Budget 5000s for maintenance, security, and other basic services . 6000s for major renovation and replacement	2019-20 Budget 5000s for maintenance, security, and other basic services . 6000s for major renovation and replacement

Goal 2: To improve pupil outcomes for all students (Unchanged Goal)

Addressing State Priorities:

- Priority 4 Pupil Achievement
- Priority 8 Pupil Outcomes

Identified Need:

Given past indicators, it is likely that less than 100% of students are currently performing at proficient or advanced levels in ELA, mathematics, and science. An achievement gap is likely to exist for at risk students, including, in some subjects, English Learners, SED, African-American, and Hispanic subgroups.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Academic performance will be demonstrated by the following indicators:				
CAASPP/CST science scores: results will be >similar scores for Vallejo City USD middle schools	See 2018-19		NA	>VCUSD
CAASPP math scores: results will be >similar scores for Vallejo City USD middle schools			NA	>VCUSD
CAASPP ELA scores: results will be >similar scores for Vallejo City USD middle schools			NA	>VCUSD
CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math.			NA	<2 groups
2.2. College/career readiness will be demonstrated by				
Completion of one or more industry-recognized credentials: >10% of promoting 8th graders			NA	>90%
Completion of annual volunteer hour requirement: >35% of all students			Met	>35%
2.3. EL progress will be demonstrated by the following indicators:				
The percentage of students demonstrating progress on the ELPAC or maintaining at Early Advanced/Advanced status on ELCAP will be >similar scores for Vallejo City USD middle schools *or* An increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP			NA	>VCUSD Or Increase

The percentage of EL students re-classified in the previous year ≥ the rate for Vallejo City USD middle schools ***or*** The percentage re-classified will be ≥10%			NA	≥VCUSD Or ≥10%

Planned Actions / Services

Action 2.1 Provide additional academic time and support, prioritizing unduplicated students (AMO 2.1-3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

2017-18 Actions/Services—NA	2018-19 Actions/Services—unchanged	2019-20 Actions/Services—modified

2.1 Actions will include
- rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1);
- a comprehensive intervention program (tier 2 and 3);
- rigorous implementation of additional elective courses;
- an extensive tutoring program;
- comprehensive implementation of CCSS, NGSS, and ELD standards;
- summer and after-school support for EL students;
- summer and after-school support for EL and under-achieving students;
- extensive and intensive monitoring of EL student progress;
- breakfast, lunch, and dinner programs;
- psychologist and SpEd services;
- professional development for staff.

Improve intervention methodology and tracking, targeting underachieving unduplicated students. We propose to increase/improve this service by

Increasing flexible intervention time from 2 hours per week to 4 hours per week, spread across 3 days. Teachers will assign students based on specific standards for tutoring. Students will also be able to assign themselves to specific content areas.

Providing better differentiation in both math and reading interventions in Griffins Read and Griffins Compute.

Provide an intensive summer ESL college class for all Level 1 & 2 and Level 3 & 4 ELs.

Provide an intensive class for MOS certification support during summer school (19 days, 2 hours/day) and during one week of spring break (4 days, 4 hours/day), enrolling underachieving unduplicated students as the first priority and other underachieving students as a second priority.

Restructure the technology curriculum to focus on California standards.

Provide support for increased student success by hiring a Director of Counseling Services (shared between schools) with duties to include

- o creation and implementation of parent workshops to enhance family understanding and engagement directly related to increasing student academic performance
- o coordination/provision of student support groups
- o supervision of counselor/mental health interns
- o coordination of SEL and drug/alcohol programs
- o support for research-based discipline strategies resulting in lower discipline rates, more discipline alternatives, and increased equity

	outreach to and coordination with community health/mental health services institutionalization of strategies to ensure parental awareness of student support programs

Year	2017-18	2018-19	2019-20
Amount		Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action 2.2 Provide professional development and teacher coaching to improve classroom instruction (AMO 2.1-3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

2017-18 Actions/Services—NA	2018-19 Actions/Services—unchanged	2019-20 Actions/Services—modified
	2.2 Actions will include • all the above-mentioned actions/services in relation to college readiness; • provision of 2 full years of technology instruction as introductory to high school pathways in relation to career readiness; • provision of a 1:1 student to computer ratio • provision of preparatory instruction for industry-recognized certifications & encouragement/support to complete >1 in relation to career readiness	Hire a 1.0 FTE Student Services Coordinator who will focus on discipline issues, track student attendance in relation to chronic absenteeism, work with parents/students to reduce suspensions, and free up the time of the Director to conduct instructional coaching. Implement a research-based instructional coaching program that includes the use of video to improve classroom efficacy. Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action 2.3 Enhance parent understanding and engagement to improve academic performance of unduplicated pupils (AMO 2.1-3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

2017-18 Actions/Services—NA	2018-19 Actions/Services—unchanged	2019-20 Actions/Services--modified
	2.3 Actions will include • Establish an ELD program appropriate to the number of students enrolled. • Monitor EL student progress and augment instruction and support, as required	Hire a Director of Counseling (shared between schools) with duties to include • creation and implementation of parent workshops to enhance family understanding and engagement directly related to increasing student academic performance and responding to parent-suggested topics • institutionalization of strategies to ensure parental awareness of student support program Provide parents with an annual up-date on student progress toward promotion, with follow-up for parents of struggling students, with priority to unduplicated students. Reach out to parents as partners in their child's completion of the individualized NWEA MAP-aligned RtI study guide and use this to guide English and math support classes. Inform parents of EL students, Levels 1 and 2, of the importance of the summer and spring break classes and urge them to sign up their children. Inform parents of all students of the MOS certification course during spring break; prioritize unduplicated students for enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Goal 3: To improve engagement of students and parents/guardians (Unchanged Goal)

Addressing State Priorities:

- Priority 3 Parental Involvement
- Priority 5 Pupil Engagement
- Priority 6 School Climate

Identified Need: It is anticipated that less than 100% of students and guardians are currently engaged at GMS.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Parent/guardian engagement will be demonstrated by the following indicators:	See 2018-19			
• Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey.			Met: Input sought 3x	Input sought >3x
• Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of >4 on a 5-point scale on the annual survey.			Met 90%	>90%
• Parent completion of optional, agreed-upon hours: At least 80% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners.			NA	>80%
3.2 Pupil engagement will be demonstrated by the following indicators:				
• Attendance will maintain at >95% of currently enrolled students.			Met 98%	>95%
• Chronic absenteeism will decrease annually or maintain at <VCUSD middle school average.			NA	<VCUSD
• Suspension rates will decrease annually or maintain at <VCUSD middle school average.			NA	<VCUSD
• Expulsion rates will decrease annually or maintain at <VCUSD middle school average.			NA	<VCUSD
• Middle school drop-out rates will decrease annually or maintain at <VCUSD high school average			NA	<VCUSD
• The percentage of students on Honor Roll first semester will increase or maintain at >35%			Met 57%	>50%
• The percentage of students with >1 "F" grade will decrease or maintain at <60%			NA	<40%

Planned Actions / Services

Action 1: Enhance parent understanding and engagement to improve academic performance of unduplicated pupils (AMO 3.1)

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, Low Income	Schoolwide	All schools

2017-18 Actions/Services--NA	2018-19 Actions/Services--unchanged	2019-20 Actions/Services--modified
	Regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square Parent-Teacher Network Governing Board membership African-American Parents' Association English Learners Advisory Council Strategic Planning Community Technology Day MIT parent workshops Parent events e.g., Ice Cream Social, Back-to-School, etc.	See Goal 2, Action 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action 2: Enhance student engagement to improve academic performance of unduplicated students (AMO 3.2)

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

30

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, Low Income	Schoolwide	All schools

2017-18 Actions/Services—NA	2018-19 Actions/Services—unchanged	2019-20 Actions/Services—modified
	GMS will address attendance/chronic absenteeism through • Recognition for students with good attendance records • Monitoring of students with poor attendance records • Conduct of pre-SARB and SARB meetings, as needed • Establishing early warning systems for chronic absenteeism	See Goal 2, Actions 2 & 3
	GMS will address HS drop-outs through • SARB individual plans; • Academic Recovery; • Full-time interventionist; • I Try contracts; • Learning Lab for students not responding to other interventions	
	GMS will address positive school climate to increase achievement through: • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture	

Budgeted Expenditures

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Year	2017-18	2018-19	2019-20
Amount		Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference		See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 299,767	11.7 %

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

Services provided for unduplicated pupils are increased/improved through the following actions related to Goal 2, To improve pupil outcomes for all students, and Goal 3, To improve engagement of students and parents/guardians:

Action 1 Provide additional academic time and support, prioritizing unduplicated students. Included in this action are five increased or improved services:

- Expand tutoring services and target to underachieving unduplicated students as a first priority and other underachieving students as a second priority by
    - Expanding cross-age mentoring from high school students
    - Developing middle school peer mentoring and tutors from the 8th grade, training them, and awarding them community service hours.
- Increase the effectiveness of math and English supports
    - Increase flexible intervention time.
    - Increase the rigor and differentiation in both math and reading interventions, Griffins Read and Griffins Compute, and better align content to California standards.
    - Ensure assignment of lowest achieving unduplicated students to math teachers for Griffins Compute support.
- Provide an intensive college ESL class for Level 1 & 2 and Level 3 & 4 ELs during summer school.
- Provide an intensive class for MOS certification support during summer school (19 days, 2 hours/day) and during one week of spring break (4 days, 4 hours/day), enrolling underachieving unduplicated students as the first priority and other underachieving students as a second priority.
- Restructure the technology curriculum to focus on California standards.

Action 2 Provide professional development and teacher coaching to improve classroom instruction.

- Assign all discipline and attendance issues (including chronic absentee follow) up to full-time student services coordinator and expect the school Director to spend 30% of each week in classrooms observing, viewing/responding to teacher videos, or meeting with teachers individually or in small groups explicitly to improve classroom instruction. The GTA Superintendent will monitor compliance with the time expectation.
- Prioritize improvement of classroom instruction over all other benefits for <u>all</u> professional development funds, except targeted grant funds. The school Director will be responsible for approving professional development expenditures to meet this mandate.

- Require all teachers to attend Summit professional development 1-3 times per year and participate in Summit coaching with the director.

Action 3: Enhance parent understanding and engagement to improve academic performance.

- Provide parents with an annual up-date on student progress toward promotion with follow-up for parents of struggling students.

- Reach out to parents as partners in their child's completion of the individualized NWEA MAP-aligned RtI study guide.

- Inform parents of EL students, Levels 1 and 2, of the importance of the summer classes and urge them to enroll their children.

- Inform parents of all students of the MOS certification course during summer and spring break.

- Hire a Student Support Coordinator (shared among GTA schools) with duties to include

  o creation and implementation of parent workshops to enhance family understanding and engagement directly related to increasing student academic performance and responding to parent-request topics
  o institutionalization of strategies to ensure parental awareness of student support programs

Action 4: Enhance student engagement to improve academic performance.

- Hire a Director of Counseling Services to facilitate and augment counseling and other social-emotional support services..

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

The services described above are schoolwide services that are **principally directed to** and **effective in** meeting the goals for unduplicated pupils in State priorities 3, Parental Involvement; 4, Pupil Achievement; 5, Student Engagement; and 8, Pupil Outcomes.

Action 1 Provide additional academic time and support, prioritizing unduplicated students.

Included in this action are six increased or improved actions/services, some directly targeted and others principally directed to unduplicated pupils. All strategies are research-based and/or proven as effective at GMS, MIT-MS (Griffin Academy's sister school) in the past, at Summit Learning schools, or for other populations.

- Expand tutoring services and target to underachieving unduplicated students as a first priority and other underachieving students as a second priority. We currently have 22 part-time peer tutors that are high school seniors, 2 hours per week. We also have 1 college intern that helps EL students 8 hours per week, part-time second semester. Some are assigned to small groups of students; others support Griffins Compute (math support classes). We propose to increase/improve this service by

  o Expanding cross-age mentoring from high school students

  o Developing middle school peer mentoring and tutors from the 8th grade, training them, and having them earn community service hours by tutoring 6th and 7th graders.

  These tutors will be assigned to core English courses, self-directed learning time, and Griffins Read.

- Improve intervention methodology and tracking, targeting underachieving unduplicated students. This action relates to both math and English intervention, generally targeting unduplicated students by giving them priority for services over others.

  o Increase flexible intervention time. Flexible Intervention Time will be increased from 2 hours/week to 4 hours/week across 3 days. Teachers will assign students (or students can self-assign) based on tutoring needs related to specific standards.

- o Target Griffins Compute math support assignments for underachieving unduplicated students to math teachers as a first priority. Students in the lowest achievement tiers who are not unduplicated students will get the second priority. Students in higher achieving tiers will be served by other STEM teachers. See needs above.

- o Provide NWEA-MAP correlated, individualized RtI study plans for Khan Academy, ST Math, or Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP assessment. This will help guide the Griffins Compute math support classes in providing greater differentiation.

- o Immediately assign any student failing math to mandatory office hours and summer school.

- Restructure the technology curriculum to focus on California standards. The California standards for K-12 computer technology were published after the beginning of the 18-19 school year. GMS will work with other GTA schools to align the technology course curriculum to the standards.

Action 2 Provide professional development and teacher coaching to improve classroom instruction.

- Assign all discipline and attendance issues to a full-time student services coordinator and expect school Director to spend 30% of each week in instructional coaching, using research-based instructional coaching strategies. The GTA Superintendent will monitor coaching time and approach. Additionally, prioritize improvement of classroom instruction over all other benefits for <u>all</u> professional development funds.

  While instructional coaching will affect all students, research shows that those who are most negatively affected by less-than-excellent classroom instruction are unduplicated students.

Action 3: Enhance parent understanding and engagement to improve academic performance.

- Provide parents with an annual up-date on student progress toward promotion with follow-up for parents of struggling students, giving priority to unduplicated students. This will be incorporated in the initial one-on-one mentor-parent meetings at the beginning of the year, which gives every parent an opportunity to ask key questions about student progress.

- Reach out to parents as partners in their child's completion of the individualized NWEA MAP-aligned RtI study guide. All parents will receive information about their child's individual RtI study guide and how they can support their children's success.

- Inform parents of EL students of the importance of the summer classes and urge them to enroll their children. This will include individual outreach to families who do not enroll their students in the first week of the enrollment period.

- Inform parents of all students of the MOS certification course during summer and spring break; inform them of the priority for unduplicated students for enrollment.

- Hire a Director of Counseling Services (shared among GTA schools) with duties to include

  - o creation and implementation of parent workshops to enhance family understanding and engagement directly related to increasing student academic performance
  - o institutionalization of strategies to ensure parental awareness of student support programs

  This will constitute an expansion and improvement of the current family workshop program and is a proven strategy for increasing the engagement of parents.

Action 4: Enhance student engagement to improve academic performance.

- Hire a Director of Counseling Services to facilitate and augment counseling and other social-emotional support services. Although we do not have formal data about the utilization of the limited counseling services we currently have available, anecdotal evidence points to significant use by unduplicated students. We will track that data in 19-20.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

> **New, Modified, Unchanged**

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services **for** Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
 A. Pupil suspension rates;
 B. Pupil expulsion rates; and
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
 A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
 B. Programs and services developed and provided to unduplicated pupils; and
 C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
 A. Working with the county child welfare agency to minimize changes in school placement
 B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
 C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
 D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
 A. Local priority goals; and
 B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

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

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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