

Grenada Elementary School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW



236 Students



1 Schools



28 Full- and Part-time Staff

Student Ethnicity

African American	1.78%
Asian	0.44%
Filipino	%
Hispanic/Latino	8%
White	80%
Multiracial	%

Student Groups

English Learners	0%	Low Income	59.6%	Foster Youth	>.1%
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Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



4 LCAP Goals



22 LCAP Actions & Services



34 LCAP Measures



\$454,182.94 LCAP Budget

LCAP Goals

- 1 All students will be Career and College Ready and possess 21st Century Learning Skills.
- 2 Train and retain Highly Qualified staff.
- 3 Enhance School Climate and increase Parent and Student Engagement.
- 4 All Students will reach Achievement benchmarks & provide equitable Access to Close the Achievement Gap.

Funding for LCAP Goals

Goal 1 is supported by \$149,206.18 in total funding

Goal 2 is supported by \$57,278.76 in total funding

Goal 3 is supported by \$108,779.43 in total funding

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

Goal 4 is supported by \$217,436.79 in total funding

Supplementary & Concentration Funding by LCAP Goal

Goal 1	\$3,507.00
Goal 2	\$48,020,28
Goal 3	\$15,000.00
Goal 4	\$51,539.28

What is in Grenada Elementary School District's LCAP?

MAJOR CHANGES FOR 2019-20 LCAP

GOAL 1: College & Career Ready and possess 21st Century Skills.

- *GESD supports a technology-rich classrooms that engage students in relevant and rigorous learning through our 1:1 Technology initiative and implementation of our technology standards grades TK-8.
- *GESD continues to implement CSS(California State Standards) and expand the following: 4C's (critical thinking, communication, collaboration and creativity), Project-Based learning (PBL), Inquiry-based learning experiences and Universal Design for Learning (UDL).

GOAL2: Train and retain High Quality Staff.

- *Professional Development: All staff to attend in-district and out of district training and professional development opportunities supporting the use of technology in the classroom, district curricular goals, and student achievement. Staff will attend: technology conferences such as CUE, GAPE, etc; training for CSS and newly adopted curriculum; conferences in Growth Mindset; Trauma Informed Training; Restorative Justice; PBIS; MTSS, and other locally determined or self selected professional development.
- *Leadership Team and other staff to attend MTSS training.
- *Provide collaboration time for all certificated staff through PLC's.
- *All staff to attend Restorative Justice training in August 2019. All staff attended Trauma Informed Training in August 2018.
- *All primary staff and support staff to attend Intervention Services Training provided by Resource Teacher and/or Classified Supervisor.

GOAL 3: School Climate, Parent and Student Engagement.

- *GES will focus on scaling up school-wide supports and programs within the scope of MTSS; and PBIS: Positive Behavior Interventions and Support. We will continue to support our School Counselor, Parent Liaison and Social Skills classes taught by our Primary Intervention Specialists.
- *GES will closely monitor attendance, suspensions, truancy and chronic truancy/absences and develop strategies to improve all of these areas by scaling up our MTSS supports and strategies..
- *Increase school parent liaison position in 2019/20 to .47 FTE to increase parent participation in parenting classes, school organizations and other school events.
- *Increase parent capacity and involvement by hosting parenting classes, increasing parent involvement opportunities, and providing newsletters.
- *Maintain Primary Intervention Specialist position to work in SEL, behavioral and academic interventions & support.
- *Investigate and schedule for the following year all staff with Capturing Kids Hearts, Restorative Justice or other similar professional development.
- *Improve school facilities by completing projects outlined in the Facilities Master Plan including: increasing cafeteria efficiency and work flow and reallocating office space.
- *Investigate, commit funds and implement a Summer Kids Day Camp in alignment with the CDE Summer Matters Initiative.

Five most significant changes:

1. Expand Parent Liaison Position,
2. Purchase 6-8 Language Arts & 3-8 Science Curriculum,
3. All staff attend Restorative Justice Practices training,
4. Increase Social Skills classes,
5. Increase intervention time, resources and staff.
6. Upgrade student devices grade 2 - 5

GOAL 4: Equitable Access to Close the Achievement Gap.

- *All students will acquire the district's grade level profile standards for students (based on GES Technology Standards and ISTE Standards for Students) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in a 21st century digital workforce.
- *Each classroom will have state adopted curriculum for each student.
- *Continue supporting the T.E.A.M.-U.P Initiative: Expanding and enhancing a comprehensive intervention systems (Tiers 1, 2, 3).
- *Embed proven instructional practices that accelerate learning.
- *Maintain Intervention Teacher position.
- *Expand existing intervention programs including additional support staff time for Target Time and Middle School Math.
- *Expand intervention program for Middle school students in Math.
- *Maintain straight grade levels. Maintain smaller classes in grades by cutting off transfers students into the district at: 4-5 (25) and grades 6-8 (28).
- *Ensure that .95% of all students with an IEP complete the CASSPP assessment by monitoring identification and testing closely.

**LCAP Goal 1:
All students will be Career and College Ready and possess 21st Century Learning Skills.**



Goal 1 Budget = \$149,206.18

Related State Priorities:
Basic Services
Academic Standards
Student Achievement
Course Access
Other Outcomes

PLC: For Low Income, Homeless and Foster Youth Students: Continue to support the curriculum leadership and development teams, comprising ALL certificated staff, to meet in grade alike and subject specific teams to align, create scope and sequence, develop assessments and lesson exemplars for CCSS.

TECH SUPPORT & PD: Continue to support technology operations staffing to improve reliability, devices, and support to school sites. On site Technology Support Coordinator (Mr Burt) & Network Monitoring contract (Mike & Andrew) and add additional Technology Specialist Hours (Mr. Burt).

X All Schools

INTERVENTION: For Low Income, Homeless and Foster Youth Students: Continue to expand Supplemental Intervention Materials and programs aligned to the CCSS/CSS for ELA History, Science and Mathematics.

TECH DEVICES: Continue to support technology operations staffing to improve reliability, maintain 1:1 ratio with devices, and support to school sites. Increase Devices for students and staff and improve infrastructure

CURRICULUM: Continue to support purchase of aligned CCSS materials and resources. New adoption for ELA in grades 6-8 and Science in grades 3-8.

X All Schools

MASTER SCHEDULE: For Low Income, Homeless and Foster Youth Students: Continue to re-evaluate and revise Master schedule to include intervention block. Re-evaluate and Revise Grade level intervention strategies and supports for students.

**LCAP Goal 2:
Train and retain Highly Qualified staff.**



Goal 2 Budget = \$57,278.76

Related State Priorities:
Basic Services
Academic Standards

PD UDL: For Low Income, Homeless and Foster Youth Students: Provide Professional Development for all teachers to include Technology Standards and Instructional Strategies including the 4C's, UDL and PBL by utilizing Resource teachers and other teaching staff for on site training.

PD CSS; For Low Income, Homeless and Foster Youth Students: Continue to provide Professional Development in CSS, NGSS, MTSS, Technology and STEM. Ongoing on-site PD in tech standards provided by Tech coordinator, Technology Coach and Tech Support providers. Conference registration, hotel, travel, and per diem for all certificated staff and administration

MTSS: For Low Income, Homeless and Foster Youth Students: Continue to support MTSS Leadership Team Extra Duty Pay 4 hours monthly per certificated, classified and administrative staff in attendance. Add MTSS Coordinator position.

PD SEL: For Low Income, Homeless and Foster Youth Students: Restorative Justice Training for staff members. Hotel, registration, per diem travel expenses and salaries.

**LCAP Goal 3:
Enhance School Climate and increase Parent and Student Engagement.**




Goal 3 Budget = \$108,779.43

Related State Priorities:

	Basic Services	Parent Involvement	Student Engagement	School Climate	Other Outcomes
PARENT CLASSES: Continue to support parent participation through parent education nights and parenting classes. Continue to expand parent participation through the increasing the number of of parent education nights and parenting classes.	X	All Schools			
AERIES: Continue to expand parent education by increasing access to information and improving communication with parents and students about school events and individual student progress. Continue to Use Newsletters. Provide AERIES training for Office staff, administration and certificated staff. Registration, hotel, travel and per diem. AERIES annual fees.	X	All Schools			
PARENT LIAISON: For Low Income, Homeless and Foster Youth Students: Continue to support parent liaison. Salary and benefits for classified position for .47 FTE.					
COUNSELOR: Continue to support and enhance PBIS: Positive Intervention and Support program. School Counselor School Counselor.					
SCOE: Continue to contract with SCOE for CO-OP services					
PBIS: For Low Income, Homeless and Foster Youth Students: PBIS Coordinator/Primary Intervention Specialist (Paige Moss)					
SUMMER CAMP: Support development of Summer Camp Program aligned with the CDE Summer Matters Initiate.	X	All Schools			

**LCAP Goal 4:
All Students will reach Achievement benchmarks & provide equitable Access to Close the Achievement Gap.**

 **Goal 4 Budget = \$217,436.79** **Related State Priorities:**
Student Achievement
Other Outcomes

MASTER SCHEDULE: Continue to refine and expand student intervention program. Continue to re-evaluate and revise Master schedule to include intervention block.	X	All Schools			
CLASS SIZE: Continue to support decreased class size in order to enhance student achievement. (Bennett, Murphy, Knudsen)					
TARGET TIME: For Low Income, Homeless and Foster Youth Students: Provide Paraprofessional classroom support for increased student intervention time: Target Time program					
SPED: For Low Income, Homeless and Foster Youth Students: Provide additional Intervention support by maintaining a 0.6 FTE at 60% SPED Support Teacher (Evans .5 FTE, Weisinger 100 hrs)					
PE/INTERVENTION: For Low Income, Homeless and Foster Youth Students: Provide additional Intervention support by hiring a .7 FTE teacher to support Intervention. (Girdner)					
INTERVENTION AIDE: For Low Income, Homeless and Foster Youth Students: Provide additional Intervention support by hiring a 1 FTE aide to support Intervention. (New Hire - Primary Interventions Specialist) (Vacant)					
CAASPP: Accurately identify and track all students with an IEP to ensure CAASPP testing completion. (RST, CAASPP Coordinator, Attendance Secretary:ARIES)	X	All Schools			

LCAP MEASURES



We want to maintain:

Top five priorities are:

1. Straight grade levels and small class size in middle school
2. School counselor position
3. PLC's, meetings and MTSS Leadership Team.
4. PE Teacher and Intervention Teacher.
5. Social Skills classes.



We want to increase:

Top three priorities are:

1. Personnel and resources for ELA and Math Intervention; including Primary Intervention Specialist hours, increased Target Time hours and purchase additional intervention resources.
2. Parent Liaison Position.
3. The number of students proficient on CAASPP: ELA and Math.



We want to decrease:

Top three priorities are:

1. Number of Suspensions.
2. Number of students not meeting benchmark on CAASPP assessments in ELA and Math.
3. Number of students identifying as 'not connected' on the GESD student survey.

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

The contribution of stakeholders was invaluable to the development of the district's Local Control Accountability Plan. Stakeholders assisted the District in identifying needs and priorities of the community and its families as they relate to the state's eight priorities, goals, and services offered in the plan. The MTSS/SCC/LCAP committee meet two hours twice a month for the school year. There was an open forum opportunity every Wednesday beginning in February and ending in May. In addition to the meetings that were open to all stakeholders, GES utilized parent and student surveys to gather input.



View measures & most up-to-date data on our LCAP Dashboard:

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K A-G- A-G Course Requirements for College Entrance E AP- Advanced Placement Y API- Academic Performance Index A BEST- Building Effective Schools Together C CAASPP- California Assessment of Student Performance and Progress R CBO- Community Based Organization O CCSS – Common Core State Standards N CDE- California Department of Education Y CELDT - CA English Language Development Test M CHKS - CA Healthy Kids Survey S CSO- Campus Safety Officer CSU- California State University CTE- Career Technical Education	DDI - Data Driven Instruction EAP- Early Assessment Program ELA - English Language Arts EL or ELL - English Language Learner FTE- Full-Time Equivalent FY - Foster Youth IEP- Individualized Education Program LCAP- Local Control Accountability Plan LCFF - Local Control Funding Formula LEP- Limited English Proficient LI - Low Income NGSS- Next Generation Science Standards PO- Professional Development PFT - Physical Fitness Test	PI - Program Improvement PSAT - Preliminary Scholastic Assessment Test PTA - Parent Teacher Association S3 - Safe, Supportive Schools Program S&C - Supplementary & Concentration Funds SARC - School Accountability Report Card SAT - Scholastic Assessment Test SBAC - Smarter Balanced Assessment Consortium SRO - School Resource Officer SST- Student Study Team STEM – Science, Technology, Engineering, Math TK -Transitional Kindergarten UC - University of California
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